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THE religious bodies in the state of New York are emphasizing the distinction between sectarianism and religion, and are unanimous in their opinion that sectarianism in every form should be excluded from the public schools. But they are agreed that the state, for its own sake, should instruct children in reverence for God as the basis of morals. It is a fact that more than one-third of the school population in the state receive no religious instruction of any kind. It is a necessity that these children should be instructed in morals, but how can they be, since the highest legal authority has decided that neither the reading of the Bible, nor the repeating of prayers, can "form any part of school exercises, or be regulated by school discipline"? If the belief in the existence of God is at the basis of true morality, and the doctrine of theism cannot be taught in our schools, how can our children be instructed so as to become good? This is a conundrum. But the belief that even the teaching of morality is not essential, seems to be quite general, for of the sixty-one school commissioners in this state, thirty-six report that no instruction in morality is required in the schools under their care.

WHAT is the New Education? is a question that comes to us from Pittsburgh. This question has been answered a hundred times, at least, in this journal; it is a term that provokes inquiry still. The New Education is the structure built mainly on the foundations laid by Pestalozzi and Froebel. The schools have inherited methods handed down from the medieval methods founded on caprice—that is, the Old Education. The great minds of Froebel and Pestalozzi took up the theme of education; they investigated man's development; they observed children and thus were enabled to fix upon the modes by which they could be educated. The last ten years have witnessed an enormous interest in studying these methods—which, for convenience's sake, are termed the New Education.

Manual training is a further development of the New Education. If it cannot be justified by sound educational principles, it ought not to be encouraged a single moment. This journal has advocated it solely on the ground of the educational possibilities there were in it.

The New Education has not seen its fullest development; it is in its early stages. But the emancipation of the school from its medieval inheritance has been accomplished. The revolution is still in progress; and it will require a quarter of a century more to accomplish it. A movement of this kind makes slow progress. A great many men must die first, for this is the only means of getting them out of the way; a greater obstacle is the non-existence of men who understand the New Education.

If a man should determine to open a school the methods of which were based on the New Education, and should require ten teachers, he would have serious difficulty in finding them. This is so great a need that we advise teachers who can give time, and have the capacity, to fathom the New Education, to do so. Places are waiting for such at remunerative salaries.

SIR HENRY ROSCOE recently remarked that "Science is orderly common sense," the one faculty of all others most useful in this sublimary world of curs: Professor Huxley lately said that "the teaching of common information is very far from common." Here we have two important things—orderly common sense and common information. The Middle Ages busied themselves about uncommon things, with uncommon sense. The result was that there was nothing in common between them and the ordinary people of their day. We have turned the car quite around, and now bring the highest quality of mind to bear upon the most common things—things formerly despised.

Oscar Browning pleads for a rational education, and pleads well. But what does he mean? Just what Professor Huxley and Sir Henry Roscoe demand—scientific common sense. Bring the pupil's mind in contact with realities! Banish meaningless vocabularies! We must know what has made this age what it is, and bring these things into our schools. This is what the kindergarten is doing; this is the gist of object teaching, and the very essence of manual training. Realities! Realities! This is the watchword of the best educational thought of to-day.

THE teacher will feel the need of looking upward as he goes onward. No teacher of any eminence in this world but has dealt with the deepest truths. In fact, the great teachers have been mystics—seekers for transcendent truth; they have all been moralists too—enforcers of duty. The best teacher is not the one who can get his pupils through the arithmetic, but who can get his pupils to feel they must rise to their high water mark, or as it is put in homely words, "make something of themselves." The teacher who looks upward has a

reason for it; he, too, needs teaching; he can get it from his Creator.

A GOOD example of integrity makes such an excellent object lesson, that whenever a conspicuous example of it occurs, it should be used in the school-room. Here is a good one: In a recent number of *Harper's Weekly*, we read an incident in the life of Mr. Jones, editor of the *New York Times*, who exposed the famous "Tweed ring." Tweed heard that the *Times* had facts in its possession damaging to his character, and sent a man to the office of its editor to buy the paper at any valuation that might be put on it. This offer was made in cash, to be paid at once. Mr. Jones replied that he did not propose to sell his paper at any price. Then Tweed's emissary informed him that he could accept or do worse. This conversation occurred in Mr. Jones' office in the *Times* building. Shortly thereafter a lawyer who was a tenant in the same building sent for Mr. Jones to come to his office, as he wished to see him on an important matter. Thinking that the business pertained to the building, Mr. Jones went to the lawyer's office, and, being ushered into a private room, was confronted by Richard B. Connolly, the comptroller, and Tweed's partner in crime.

"I don't want to see this man," said Mr. Jones, and he turned to go out of the place.

"For God's sake," exclaimed Connolly, "let me say one word to you." At this appeal Mr. Jones stopped. Connolly then made him a proposition to forego the publication of the documents he had in his possession, and offered him an enormous sum of money to do this. The amount of this offer was \$5,000,000! As Connolly waited for the answer, Mr. Jones said:

"I don't think the devil will ever make a higher bid for me than that."

Connolly then began to plead, and drew a graphic picture of what one could do with \$5,000,000. He concluded by saying:

"Why, with that sum you can go to Europe and live like a prince."

"Yes," said Mr. Jones, "but I should know that I was a rascal. I cannot consider your offer, or any offer not to publish the facts in my possession."

A few days thereafter the proofs of the frauds came out in the *Times*, and were flashed to the four quarters of the globe.

It will be enough to let our young people know that integrity is as much better than perfidy as heaven is above the earth. Lessons of this kind, accompanied with accounts of the results of sin, as in the case of Tweed and his "ring," and others like them, will make far more permanent impressions, and so do far greater good than the committing to memory of volumes of didactic statements.

GEN. FRANCIS A. WALKER states the case very well indeed, when he says that it is not necessary to plead the cause of manual training any more; that it has won the day already. A speaker last summer, who had been put forward to present objections to it, began his remarks by saying very naively, that while he was opposed to it he was certain it was to be universally adopted. The opposition to it now content themselves with misrepresenting it.

IT cannot be expected that manual training will remain in all of the schools in which it is introduced. There are many reasons why it will not, that do not at all affect the value of the system. We have an instance of this in Elizabeth, N. J., where manual training has been discontinued, but for reasons that do not at all affect its value as a means of mental discipline.



## AN IMPORTANT DECISION IN SCHOOL LAW.

Judge Draper, state superintendent of public instruction, New York, has recently rendered an important decision affecting a teacher's tenure of office in this state. The facts are as follows:

Mr. A. Hall Burdick had been employed as principal of a public school, in Long Island City, for two years previous to September last, when he was engaged for another year, at an increase of salary from \$1,500 to \$1,800 a year. For political reasons the mayor and the majority of the board of education, determined to get rid of Mr. Burdick, at all hazards. First, they declared that all teachers under their employ should hold their office at their pleasure. Then, without specifying any charges, they proceeded in a summary manner to remove Principal Burdick, and install another man in his place. An appeal was taken to the state superintendent who says:

"An individual may manage his individual affairs in any capricious way he likes, so long as he does not interfere with the rights of others; but officers in managing the affairs of the public schools cannot go as far as this. They are not only bound to respect the rights of others, but in addition to this they stand in a representative capacity, and must transact their official business in a way which will best promote the interests of the public for whom they act."

"Trustees fail in their duty if they employ persons who are not competent and adapted to the employment. To uphold the claim that such persons may be employed from day to day, and may be dismissed at any moment without warning, and without reason, would be to drive qualified, self-respecting persons out of the teaching service. It is an unconscionable doctrine, so far as individual rights and interests are concerned; it is destructive of the efficiency of the schools, and subversive of the interests of the public."

It will be seen that this decision condemns the practice of employing teachers "subject to the pleasure of the board," as of a most novel character and almost if not quite devoid of legal life and effect. A board must be reasonable in its treatment of teachers, and if they are not, the state superintendent must see that that they are so. The decision that reinstates Principal Burdick also restores another teacher, Miss Lawton, to her former place. She was dismissed in December last without warning and without assigned cause, and will now draw her pay for all the time she has been out of school.

## SHOULD DOCTORS BE EDUCATED?

A BILL has passed the New York state senate which has not inappropriately been called "A Bill to Promote Quackery." It proposes to repeal the law requiring of medical students a preliminary examination under the direction of the regents of the university. We suppose the plea for the repeal of this law is that our medical schools do not sufficiently guard entrance into them. The best schools can surely afford to sustain this law, for the benefit of their humbler brethren. It seems strange that any professional college should desire to admit any student who has not received a certificate of reasonable proficiency in arithmetic, geography, grammar, orthography, English composition, American history, and the elements of physics. Certainly doctors ought to know these subjects, at least, we would add Latin, Chemistry and Botany. Good doctors are needed, and it is certain we cannot get them if admission to medical colleges is made so easy that any school boy out of his teens can be admitted as an embryo physician. Our professional men are the bulwarks of our civilization, and just as we lower their character do we lower our standards of culture. General intelligence counts for much in doctors, lawyers, clergymen, and teachers. For example, a doctor should be a thorough student of psychology, a minister should understand physiology, and a lawyer ought to know about all there is to be known; in fact, the more he knows the better lawyer is he. To circumscribe a professional man within the narrow fences of his own technical

boundaries, is sure to make him extremely narrow.

It is a singular fact that while doctors are trying to make things easier, in their preserves, the teachers are making things harder, and we hope they will keep on making things harder until it will be more difficult to become a professional teacher than to become a professional doctor, lawyer, or minister. All the signs point to more guards and stronger. We have commenced with normal schools, state examinations for permanent certificates, and professorships of pedagogy in colleges, and we are now continuing by establishing universities, colleges of pedagogy, state normal colleges, and colleges for the training of teachers. Three years ago, first in the history of education, the University of the City of New York proposed degrees for those who should have completed sufficient work in pedagogy. This marked a new era in education. Teaching has become a profession, and more of a profession, in some respects, than law, medicine, or theology. And why not? Is it not the best of them all—the most important, the most comprehensive. It certainly is, and it is for this reason we hope that the day is far distant when any bill will be passed by any legislature letting down the requirements for becoming recognized as a professional instructor of the young.

## TEACHING NONSENSE.

Good schools are not guilty of this sin, but all poor ones are. The repeating of words, words, words, is by no means dead, and not likely to die very soon. The other day we heard a boy of twelve conning over his spelling lessons. Words, syllables, and letters dropped from his lips like oil. It occurred to us to ask him the meaning of the words he was using, and he failed on half, and was hazy concerning the rest. Why was this? Nonsense-teaching; nonsense, and nothing less. In a certain school, like this, the teacher had been accustomed to lecture his pupils on physiology and the laws of health. At the close of one of his dissertations, he requested his pupil to write an essay repeating what he had said, and a boy of twelve produced the following:

"We breathe with our lungs, our lights, our kidneys and our livers. If it wasn't for our breath we would die when we slept. Our breath keeps the life a-going through the nose when we are asleep. Boys who stay in a room all day should not breathe. They should wait until they get out in the fresh air. Boys in a room make bad air called carbonic acid. Carbonic acid is as poison as mad dogs. A lot of soldiers were once in a black hole in Calcutta and carbonic acid got in there and killed them. Girls sometimes ruin the breath with corsets that squeeze the diagram. A big diagram is best for the right kind of breathing."

The reason why this boy made these mistakes was because he had been "taught" science according to the text-book, or pouring-in-process method. True scientific teaching could never have produced such results.

THIS paper is published just on the eve of Easter, an old festival, and a most significant and beautiful one, too. To what a useful purpose can it be turned by skilful teachers, is illustrated by Rev. Dr. Rainsford, of this city. Year before last he appeared before his young people with a pinch of mignonette seed in one hand and a pot of growing mignonette sprigs in the other. Last year he used a tulip bulb and a growing tulip. "You children are the seeds or you are the roots," he said. "You are not the flowers. Yet you see that the sort of seed determines of what sort the flower shall be. The flower is always of the same sort as the seed or as the bulb. Of the sort of seed that you are in this world you will be the flower in the next world. Thus, at this season of the year, when everything is springing into birth and coming out of its crusted covering, one of the most familiar and attractive of nature's processes is used to impress upon the attention the deep significance and the promise to humanity of the resurrection. The commonest of nature's creations is used to picture the wonderful capacities of the human soul."

AN interesting letter was published in the *Inter-Ocean* from a lady who is now quite a noted designer of embroidery. She says: "I began by teaching school in a Wisconsin school-house; I was full of enthusiasm, but I soon lost it. I found the other teachers a stolid set, most of them knowing nothing except the bare rudiments; nothing of literature, nothing of history, nothing of art. My school was always in a buzz of excitement. I did not have to punish or expel any one."

Finally spring came, and I was debating what I should do. One of the parents said to me, 'You won't teach school long, you are too smart.' That was not my way of putting it, but I felt that teaching did not bring out my best powers. On the closing day the teachers and all hands were there, and we had a rousing time. Tears flowed copiously. They offered to double my wages, but I had an offer to teach in a graded school, and accepted it.

Here I saw again such ignorance among the teachers, that I was confounded; why, I had learned before I was twelve years old things they had not heard of. "Shakespeare," said one, "what did he do?" Why, I was ashamed. Well, I did not see there was any chance for me, and so I turned to fancy work. I had taken lessons in designing, in Cleveland, when I was about fifteen, and I got a place where I met with cultivated, earnest women. My salary is twice what I could get as a teacher. And then there is no politics in it."

PRESIDENT HARRISON told the colored teachers who visited him last week, that "the rock of our safety as a nation lies in the proper education of our people; that it is impossible for a man to discharge his duties as a citizen without the knowledge that is derived from common schools." This is good doctrine. But it occurs to us to ask why it is, then, that there are many men and women trying to discharge their duties as citizens with none of the knowledge the common schools might have given them. Such people are evidently trying to do the impossible. If President Harrison is a true prophet they will fail.

WHO has not laughed over that poor preacher who kept the peace and so his place by carefully avoiding all mention of either politics or religion? Some teachers are in the same predicament when they try to steer clear of all trouble in history and morality by ignoring the discussion of disputed points. Issues are always before us; vital ones, too. Temperance, social purity, civil service reform, and the tariff are a few of them. Corrupt politicians have always been bound to gag the mouths of teachers. In old times, if an obnoxious talker, writer, or teacher wouldn't keep still, his head was certain to come off. Now it isn't quite so easy to chop heads off, or burn men and women to ashes, but it is just as easy as ever to punish those who are too active in promoting reform. The expression is not at all uncommon, "Look out, or your head will come off." And they do come off.

SUPT. E. C. BRANSON, of Athens, Ga., recently wrote some astonishing sentences to the *Georgia Teacher*, which were quoted by "R. D. S." in a recent number of THE SCHOOL JOURNAL. His statement is that county alliances in North Carolina are calling upon one another to demand the abolition of the public schools of the state. If this sentiment prevails, it is quite possible that North Carolina may abolish her free schools. And what can hinder her from doing so if she wishes? Not the general government; not the supreme court; not the cities within her limits; nothing, if she so wishes. But isn't it possible that in the near future congress may pass a law requiring all the states to maintain a system of free schools, and compel children between the ages of six and fourteen to attend them, at least three months each year; or, if not these schools, some others in which they can learn their duties as citizens, and the elements of the common branches of knowledge? Such a law is possible, if not probable, even though a constitutional amendment has to be passed in order to give it force. Ignorance is a crime.

It is a fact that a pupil cannot justly be expected to know what he has never learned. The other day we heard a boy "learning" his spelling lesson, at home in the evening, his mother pronouncing the words and he spelling them. We asked him the meaning of a few, and found that he had no idea of what several of the most important ones meant. What does this show? Just this: that that boy is not learning the words he is spelling, and of course he cannot be expected to remember them.



## IN PLACE OF THE BLAIR BILL.

Since the decisive defeat of the bill of Senator Blair, many other propositions looking to the education of the negro have become prominent in congressional discussion. Mr. Blair's splendid struggle caused his measure to overshadow others that have, perhaps, as much merit and a better chance of becoming laws. One of these is introduced by Senator Morrill. Its main feature is in the source from which the money appropriated is to come. Instead of taking the funds directly from the United States treasury (the cause of much of the opposition to the Blair bill), Senator Morrill proposes to devote to an educational fund the proceeds of the sales of public lands, together with three-fourths of all moneys received from the Pacific railroads.

As to this feature, the bill is much more popular than its predecessor, for it follows established precedent, from which the Blair bill departed. The government has many times in the past given public lands for school funds, and to give the money got by their sale is entirely logical. So, too, of the Pacific railroads; this money is almost "money received from the sale of public lands," for without selling their public lands the railroads could not pay their public debt. In the matter of money, Senator Morrill's bill will obtain many votes that could not be given to Senator Blair's.

The bill further provides that this fund shall be divided into two parts, each bearing interest at four per cent. The interest accruing from one half shall be paid to the states and territories to aid in educating children; no portion shall be used for any other purpose. None shall be given to any state that has not a system of free common schools for all children of school age, without distinction of race or color. For four years (this period should be longer) the money is to be distributed to the states in the proportion of the illiterate population between the ages of ten and twenty-one years; after four years it is to be divided according to population.

The other half of the fund is to be used in founding an agricultural college in each state. When the interest on this half reaches \$25,000 per state per annum, the surplus goes to the common-school fund.

The bill, we have said, will get more votes than Mr. Blair's; with much hard work it might be passed. It should be amended in several particulars. The money should always be distributed according to illiteracy. As the bill now stands, by 1895 New York and Pennsylvania would be getting the lion's share; but they don't want any. The South, where the money is needed, would get only a little more than one-third; it should get four-fifths.

The "agricultural college" feature does not strike us very favorably. What the country needs is the extinction of illiteracy, and especially the extinction of the illiteracy of the Southern negro. What money the central government gives to education should go, in as large a degree as possible, to this object. The illiterate negro vote is the great danger that the nation has to face; for self-preservation the nation must wipe out the illiterate vote. After that has been done it will be time enough to talk of national colleges and national universities.

MR. DAVID DOWS, a prominent and wealthy business man, of this city, has just passed beyond. Like nearly all men of his age, he was educated on a rough farm, on which he helped his father and brothers. Then he became a clerk in Albany, and afterward a business man in this city, in which he accumulated twenty millions of dollars. His early education consisted in a small stock of reading, writing, spelling, and arithmetic, and a very large stock of physical vigor, pluck, and self-reliance. No day laborer worked harder than Mr. Dows. He delighted in labor. The older generation, who are the direct product of the farm, is passing away, and the new generation, the product of city and village, is taking its place. All our energy, enterprise, and pluck now comes from the town. The old farms have changed hands and character. It is no more considered respectable to stay on them. Under this new order of things what is to be done? Evidently we should accustom our village and city boys and girls to work. Idleness is twin sister of ignorance, and both are crimes. Intelligent toil with the hands is certain to beget virtue, enterprise, and capacity.

It does sound strange and yet it is true, that our older successful men and women were educated by modern manual training methods. All of the correct educative forces, in all ages have been the same.

## A TEACHER'S BEARING.

A gentleman tells us about this experience:

Several years ago, while walking with the teacher of a large school in the upper part of New York, we were met by some lads who politely saluted him by raising their hats. I knew they must be his pupils, and was struck by their politeness, for it is not unusual for the teacher to create such a dislike that a pupil will not tender any recognition save a scowl or a grimace out of school; sometimes it is a yell, a whistle, or "old Jones" and a dodging behind a tree.

I was more struck by the bearing of these young men than by their polite doffing of hats. There was something so free and manly in their walk and movement that I asked for information. He said:

"I give much attention to the carriage of the body, and believe it well worthy of more time than it receives at our school, though I once thought a knowledge of books the greatest of all things. I believe in Delsarte, as you no doubt see. He taught that every muscle, joint, and organ of the body was a means of expression for the soul. I teach the boys to walk, etc., not according to rule, but to express themselves.

"By teaching them how to stand, to walk, to carry themselves, they acquire a dignity that gratifies them and pleases all who see them. They stand up straight, act with freedom, in order to exhibit the best thought and emotions. I give much attention to the voice also. If you should hear them speak you would notice how resonant and musical their voices are.

"The reaction of the movement on the mind is most valuable. I find many boys, mean and hound-like by nature, who have developed grandly because they have seen their characters were read by others. In other words, they have changed their character to agree with their movements. I don't mean to carry this too far, but it is an aid, and no mistake. I can pick a boy of mine, if I have had him a year, out of a thousand.

"As for myself I can govern my pupils better since I have learned the carriage of body the superior or commanding person must have.

A boy reads a teacher's mind by the way he carries himself. If he has the behavior of a servant he will not be obeyed. I think the teachers need to study the Delsarte system. It involves something more than bone and muscles; it has to do with psychology most of all.

## SUCCESS IS ALWAYS POSSIBLE.

What is success in teaching? Here is a teacher in a fine, well-lighted graded school, in a city or village; the rooms are steam-heated, all are clean and dusted by the janitor. The blackboards are smooth and firm, the desks are elegant as parlor furniture; there are cloak-rooms and running water, the closets are convenient and odorless.

Contrast this with the teacher of a district school. The building is unpainted, the stove never was blacked, there never was a cloak-room, the desks are of boards that have been hacked by generations of uncultured school boys, and everything is repulsive to the sensitive mind.

Now it seems as though success would surely attend the work of the first teacher, but does it? It is our opinion that there is as much likelihood of success in the poor district school-house, as in the elegant structure. There will not be as much comfort, we admit, but we are now talking of success.

Success in teaching, to put it in a homely way, is success in inducing boys or girls to make the most of themselves—seeking knowledge, trying to do right, to understand themselves and the world, and to control themselves; obtaining fixed habits, being industrious, gaining personal habits and culture, and reverence for the best things; turning towards the Creator as the sunflower does towards the orb of day.

Measure your success, O teacher, by the proper kind of yard-stick. "Pages are not progress." Look at this largely. If a pupil will say, ten years from now, "I do not know what lessons I learned at his school, but I know I determined to be something, to make something of myself," you will have been a most successful teacher, as far as that pupil is concerned.



S. S. PACKARD.

Mr. S. S. Packard, whose portrait we present this week, is one of the most successful of American educators. Mr. Packard's face has an attraction, with its blue eyes and fair skin, that in part explains the hold he has upon his pupils.

Born in 1826, Mr. Packard began life, at Cummington, Massachusetts, with the surroundings of the farm and poverty. It was in the same town, and amidst the same surroundings, that was developed the superlative genius and energy of William Cullen Bryant.

He early showed that his bent was literary. In those days, when Greeley was still in the press-room, the journalist was, first of all, a practical printer, and such young Packard aspired to be; but his parents were opposed to the idea. After the family's removal to Ohio, we are told that the lad of 15 was allowed to go to school, provided he would earn his own tuition fees and board.

His first school was opened when he was sixteen; his price for a six weeks' course was fifty cents from each pupil, payable in wheat! At the end of the term he had five dollars accumulated capital with which to face the world; but shortly came a munificent offer of a district-school at a salary of seven dollars a week and board.

In 1845 Mr. Packard went South, spending three years in Kentucky. It was in 1848 that he became connected with a commercial college in Cincinnati, and in 1853 that he started a newspaper, the *Niagara River Pilot* of Tonawanda. From these dates may be traced the beginning of the success that his earlier struggles had richly earned. In 1856 Bryant & Stratton found out how valuable a man he was, and after two years of experience with those commercial educators, Mr. Packard started his New York City school. He has a right to feel that his name and his fortune are the fruit of indomitable energy and pluck.

A TEACHER who had smiled derisively during the past ten years, when the New Education was mentioned, was lately quite sobered by finding that his school board had passed a resolution, reading as follows: "Resolved, That \$1200 be appropriated for the introduction of manual training, beginning September, 1890." He had given the school board his opinions; they had considered them and acted as above stated. He knows nothing of manual training, supposes it to be "setting boys to sawing wood" as it has been defined by one of the Old Educators. What did he do? He acted like a wise man. He accepted the situation. He sent in an order at once for a dozen of the best books on the subject; he may be reckoned as a convert.

THERE is a good point in Dr. Rainsford's method of celebrating Easter, mentioned on the second page. He has twenty-five hundred potted, blooming flowers for distribution in his schools. Every other school might well profit by the example.



## THE PUPIL-TEACHER SYSTEM.

In the *Spectator* (England) we find some very sensible remarks by R. H. Quick, on "The Pupil-Teacher System." "Education does not create anything. It can only develop and unfold the faculties which the children bring with them into the world. Everything depends on the way in which these faculties are developed; and the early stages of this development are by no means the least important. If the child's first conceptions are wrong, if the first efforts of his intelligence are not understood, and are thwarted rather than encouraged by the teacher, the great probability is that he will never be as intelligent a being as he would have become with better training. On this account, it is of very great importance who has the teaching and management of the children. As Thring said, 'The teaching of little boys and stupid boys and low classes well is a thing of wonderful skill.'

"This being so, we should hardly expect a great educational society to recommend that in the case of the children of the poor, this teaching should continue to be given, as it is now, chiefly by boys and girls between the ages of thirteen and eighteen. Having watched the 'teaching' of pupil-teachers, I find that some of them (I may say many) never address more than one child at a time, and never attempt to gain the attention of more than a single child. So, by a very simple calculation, we can get at the maximum time each child is 'under instruction.' If the pupil-teacher has but three-quarters of the pupils for whom the department supposes him 'sufficient,' each child cannot be under instruction more than two minutes in the hour. The rest of the time the children must sit quiet, and are cuffed if they do not.

"What is called 'simultaneous' teaching in, say, reading, consists in the pupil-teacher reading from the book, and as he pronounces each word, the children shout it after him; but no one except the pupil-teacher keeps an eye on the book. I am sadly afraid this, which may be called our 'peculiar institution,' finds favor with managers both of board and voluntary schools, because it is so cheap. Cheap to whom? To the subscribers perhaps, and the ratepayers; but is it not very costly to the parents of the children, and to the children themselves?

"But perhaps the dangers from employing boys and girls to teach and govern children are greater morally than intellectually. Channing has well said: 'A child compelled for six hours each day to see the countenance and hear the voice of an unfeeling, petulant, passionate, unjust teacher is placed in a school of vice.' Those who have never taught day after day, week after week, month after month, little know what demands school-work makes on the temper and the sense of justice. The harshest tyrants are usually those who are raised but a little way above those whom they have to control; and when I think of the pupil-teacher with his forty pupils to keep in order, I heartily pity both him and them."

## SOME HINTS AS TO SUCCESS IN TEACHING.—I.

By PRIN. W. E. BISSELL, Newark, N. J.

1. *Have a good opinion of your profession.* Strive to look upon it as something more than a mere means of subsistence. Teaching is an employment; but it is far more than that to those whose hearts are in their work.

We have little sympathy with the opinions of chronic grumblers in or out of our profession who look upon the teacher's life as a dismal, unhappy existence, only tolerable because of its many sacrifices and hardships. Patience should "cease to be a virtue" with those who petulantly and unthinkingly persist in branding the teacher's mission as one of drudgery and toil alone. If teachers, they certainly have never allowed themselves to contemplate for one moment the infinite possibilities of their sacred calling, or the wide-reaching, beneficent influence of the teacher who is inspired by worthy motives. They have failed to realize that the true teacher is the determining factor in the well-being of the individual, the family, the community, the state, and the nation.

In teaching, success worth having is born of a clear and proper conception of the nobility of the work and its grand opportunities.

2. *Never lose sight of the fact that the school-room is a field for honest, steady effort, and thorough, unselfish endeavor.* These elements must certainly characterize the work of any teacher who would attain success, and he will indeed be fortunate if he does not find it both

necessary and advisable to practice self-denial in the interests of his work. Those who are unwilling occasionally to set self aside should, for their own pleasure and the good of a cause well worth sacrifice, seek "other fields to conquer."

The habit of incessantly bemoaning the perversity of human nature, as it exists in "the young idea," is too prevalent among teachers, and merits hard criticism. While this is true, we must in justice call to account those who go to the opposite extreme. They indulge in unwarranted descriptions and highly-colored pictures of shadowless sunshine, in which "ye pedagogue" may continually disport himself. We quickly grow suspicious of those who always have smooth sailing, who are never in the least disheartened or perplexed, who never encounter the least difficulty in dealing with this "young idea." Such a person *might* be a perfect success in the school-room; but we should not be surprised to find him the very personification of incompetency, a fraud who seeks to cover up weaknesses he is too lazy to remedy, by glowing accounts of easy conquests in what he pictures a veritable fairy-land. But the faithful, hard-working teacher cannot be beguiled by such vapid nonsense, and receives it with many grains of allowance.

No, no! The man or woman who enters the school-room as a field of labor, expecting constant sunshine and perpetual summer, will be woefully disappointed. Repeated exertions in behalf of undeserving pupils will be unappreciated and abortive. Sacrificing efforts, prompted by genuine interest in the welfare of pupils, will not only be held in slight esteem, but occasionally be criticised and set at naught by the "if-I-were-a-teacher" individuals. As Dr. Orcutt has so truthfully said: "The school is the world in miniature; and the teacher who meets all its conditions with a goodly degree of success needs as much ability, genius, and culture as he who directs the affairs of a state."

## EXAMINATIONS.

Colonel Parker says: "I believe that the greatest obstacle in the way of real teaching to-day is the standard of examinations. The standard for the work has a powerful influence on the work itself. What should examinations be? The test of real teaching—of genuine work. Teaching is the evolution of thought, and thought is the mind's mode of action.

"Real teaching does not aim at the learning of disconnected facts. Real teaching leads up to the systematic, symmetrical, all-sided up-building of a compact body of knowledge in the mind. Examinations, then, should test the conditions and progress of mind in its development. The means of examination are found in language, oral and written, in drawing, and all other forms of expression.

"If I am not mistaken, the examinations usually given simply test the pupils' power of memorizing disconnected facts. Take, for illustration, the innumerable facts of history; of these, that which a child can learn in a course of four or five years' study would be as a drop of water to the ocean. It would be an easy matter to set an examination of ten seemingly simple questions in history which he would utterly fail to pass. How, then, can we judge of a child's knowledge by asking ten questions? The same can be said of geography and the natural sciences. The fact is, the only just way to examine pupils is to find out what the teacher has taught, and her manner and method of teaching. Examination should find out what a child does know, and not what he does not know. Suppose, then, that in the example just mentioned, the pupils have been under the guidance of a skilful teacher, who has given out, one after another, the most interesting facts to be found in history, and had her pupils read all they could find in various books about them, and after arranging the events in logical order, had finally had the children write the whole story out in good English.

"It is very easy, for one accustomed to such examinations, to judge of the true teaching power of the teacher, by the written papers. If meaningless words have been memorized, if there is a lack of research, investigation, and original thought, the results will be painfully apparent.

"Examinations should not be made the test of fitness for promotion. If the teacher really teaches, and faithfully watches the growth of her pupils, through the work of one or two years, she alone is the best judge of the fitness of her pupils to do the work of the next grade."

## CONCERNING SCHOOL MANAGEMENT.

By PROF. GEORGE GRIFFITH, New Paltz State Normal School.

## VII.

## PLAYING WITH PUPILS.

"It is a mistake for the teacher to hold himself aloof from his pupils while they are playing." (Hughes, in "Mistakes in Teaching.")

I, for one, would emphasize the above statement. I know from experience that playing with my pupils has been a great source of whatever power I have had over them. Pardon a little personal history upon this point. During my second year of teaching, when a boy of only eighteen years, I was placed in charge of a village school of two departments, a school which I had attended as pupil only two years before. About half of my pupils had been fellow-pupils with me in the same school. Here, if anywhere, it would seem that a teacher would need to "preserve his dignity" in order to hold control. But I did not believe in that plan of controlling pupils. So, out of school hours, I joined the boys in games of ball, etc., as heartily as if I, too, were a pupil. I entered into the sports for my own enjoyment, for I dearly love outdoor sports. What was the effect within the school? So far as I remember, there was only one case, where one boy tried to carry our "fooling" into the school-hours. A few "business"-like words to him in private ended such endeavors. The school passed off successfully, at least judging from the fact that I was retained in charge another year, after which I left to enter college. The pupils enjoyed it, and I know I did. The mutual good understanding between pupils and teacher, arising from our unrestrained and hearty intercourse out of school hours, made them my friends, and stimulated them to do anything they believed I wanted them to do. I know this fact made it easier for me to control that school. I might add that in every school where I have ever taught, I have belonged to the base-ball club of the school. So you see, I practice what I preach—or, as some may say, I am trying to justify my course. Please understand in all this that your play with your pupils must be free, unrestrained, real play; not a stilted, restrained effort to seem to play. Of course, do nothing that would be beneath a true man or woman; but play with the same abandon and with the same restraints that you would commend in one of your boys. Ask no favors, but go in on an equality with all, if the boys are large, and with judicious care if the boys are small.

While I have written the above for male teachers, the same truth, with its necessary and appropriate modifications, holds good for ladies, in their intercourse with the girls of their school. Too many dangers lie in the way for them to enter, actively, much into the sports of the boys; though much is gained if the boys feel that their teacher understands, and enters into the spirit of their games.

This same spirit will keep the teacher from being horrified at a good laugh in his school. I have been in a school before now when something worthy a good laugh happened. It was as much a source of merriment to me to see how hard the teacher tried to "preserve her dignity," by not laughing, as was the humorous incident itself. As a result of the partial suppression of the laugh at the time, its memory was a constant stimulus to a "snicker" the remainder of the day. Had the teacher at the time joined in a good hearty laugh with the pupils, the humorous side of their natures would have been satisfied, the pupils would have felt better disposed toward their teacher, all would have been rested, and as a result there would have been better order in that school the remainder of the day.

Do not be afraid of "cracking a joke" in school, provided always it is a good one, and does not hurt the feelings of anyone. But better never perpetrate, nor ever allow, a joke in school, than develop into that object of the just contempt of pupils and associate teachers, a chronic perpetrator of stale, inane, bad-flavored, pointless, or personal jokes, for the sake of being thought funny. College boys sometimes have a way of suppressing such joking teachers. Instead of with laughter, such jokes are received with stolid indifference, or even at times with groans.

Often if thus your pupils are led to know that you are their friend and jovial companion, you will be welcome into some of their quieter recreations, such as boating, walking, etc. Here often you may have the opportunity for those close communions with the inner heart of your pupil, in which if rightly improved, you may influence for good the whole future life of that pupil.



## THE SCHOOL ROOM.

April 5. LANGUAGE AND THINGS.

## MY READING CLASS.

By ELLA T. SPENCER.

I have a class in the Third Reader that gave me much cause for discouragement one year ago. To-day they are bright and happy, and I think I can trace it to the method I employed.

In the first place, the words of the paper two years ago, —*The pupil must get the thought*, rang in my ears. I doubted whether my First Reader class thought at all; my Second Reader class did not seem to feel any particular interest; my Third Reader class gave me any amount of trouble; my Fourth Reader class seemed to have some culture and thought-power. I felt that I must make thinkers of my pupils. I believe I have succeeded, and will refer to only one class at this time. The same plan was employed substantially with all. Nor can I tell you of the experiments I made, for I don't think you have room for them.

1. I kept in mind, in all exercises, that the object of coming to school was to think and to express thought.

2. I gave special exercises to induce them to think; I found out that gymnastics was an aid; that games were great aids.

So that last fall I began my school with new ideas and plans in my head. I encouraged the pupils to be wide-awake and in earnest. Here is an extract from a reading lesson:

"The fox is one of the most crafty animals; and when he is hunted he will try all sorts of tricks to throw the hounds off the scent. Sometimes he takes long leaps in order that the scent may be broken; sometimes he runs on for some distance and then going back on his track for a little way, makes a long jump sideways and runs off so that he may have a good start to one side while the hounds are following the trail in front."

Now this lesson was given out on Monday to be read on Friday—three days of study. Each one was to read it over and get all the information possible from books and papers, and from parents and school-mates.

On Friday the class was as anxious to be called as if they were to have a game. They were bursting with delight; I could hardly repress them.

"Well, Mary, what is it?" Mary bounds up.

"Oh! I have found out so much about foxes. My father shot one, once."

"Anna."

"I have a picture I borrowed from Mr. Dickson."

This turned out to be a very handsome engraving, and it was put up before the class. (I had charged them to hold in all their information until class time, so that this had not been seen by any one except Anna.)

Another had a big cyclopedia with a mark where foxes were described.

Another pupil had a surprise in a box—the head of a fox, borrowed by his parents from a physician living some twenty miles distant.

This part being over, the lesson was taken up. All words of two syllables had been copied on slips of paper by each pupil. An appointed pupil had copied his slip on the blackboard before school. This list was pronounced in concert.

Questions were asked by the pupils. One steps to the platform and says:

"Mary, tell me about 'crafty.'"

"If I should do some very smart thing you would say I was crafty."

"Give an incident," say I.

"Well, if I should take one of Mary's apples out of her desk in a cunning way, I would be crafty."

"Who has seen a 'hound'?" "Mr. Waldorf has one."

"What kind?" "It is a greyhound."

"John, draw a picture of a greyhound. You may use your book."

"Who will illustrate 'scent'?"

All are ready. One little fellow is so enthusiastic that I fear he will cry if I don't call on him.

"Freddy."

Freddy, much watched by the others, comes forward with something in an envelope. He holds it out to me and I smell.

"It is a rose," I say.

"How did you know it was a rose?" says Fred.

"By the smell." I purposely used this word.

"Smell is the same as scent," says Fred.

I admit it. Then a handkerchief with cologne on it, a geranium leaf, and several curious things are offered to illustrate "scent." Then we discuss the scent or smell that is left by a dog, or a man, or a fox.

"Who have ever seen a dog following his master's steps by the smell?" One pupil has a story that made her cry; it is about a boy that was lost in the woods. She is told she may tell it during the afternoon, for time is limited.

Now about the "jump sideways;" who understand it? All, it seems, by the beaming eyes and waving hands. Who will illustrate it; it needs two boys.

It is illustrated to the delight of all the pupils in the room. One is the fox, and after he has run his course, another, pretending to be a hound, comes after and finds where the fox leaped sideways.

But time is flying, so one is called to read the paragraph while the others listen, and the paragraphs of the previous lesson are read. Then the lesson for the next Monday is assigned. Then come questions by the pupils, on the lessons that are to come up to-morrow or the day after. Then synonyms are explained by the pupils. If there is time, a pupil goes to the platform and a word like "secure" is given him, and he makes a sentence containing it. And sometimes these sentences are very cute indeed.

Now it may seem that we don't do much reading. I do not doubt but that they read that lesson of the fox over twenty-five times. They must get the inner meaning of the paragraph, somehow; they must use the words of the reading lesson as they do those they employ in conveying their thoughts. I have found that when a child uses a word out of his vocabulary, he uses it as I would one in Chinese. A word must represent a thought, and a thought that is understood by the person using the word, otherwise the word is lost more quickly than its sound has been learned.

## A LANGUAGE EXERCISE.

The reproduction stories have been so bright, interesting, original, and yet natural, they have occupied a large place in the language work of our primary grades. How to use them in the schools where the children were not able to reproduce them in written form has been a question. The following plan was tried, a plan not new, possibly, but one which is capable of good results:

The stories referred to are cut out and pasted on card-board. Advertising cards will do if plain cards are not available. One or two may be used every day for an oral language lesson. In the first year the story is read to the children by the teacher, commenting in such a way as she reads that they are led to see the prominent points of the story. Then they are encouraged to tell one thing that has been read. At first but little response comes from the wee folks. Later, if the plan is persisted in, not the smallest detail will be left unnoticed.

Gradually commenting is dropped, the constant aim being to lead the children to remember, think, and express.

"A language lesson should follow every reading lesson," says Robert Metcalf, and with this, as one end in view, in the second grade the stories are used with the reading lesson, one or more being read, as often as the teacher has opportunity, through the week. In this grade all commenting is dropped, unless there should be something in the story with which the children are unfamiliar.

Following the plan of the first grade in making the story the subject of a conversation lesson, one child is led to tell not only one fact, but all facts connectedly, the others watching to see what he omits. The delight with which a child says, "Johnnie didn't tell us the sled was a red one," or "Carl had brown eyes," shows a watchful interest.

Stories of personal experience, wonderful things their pets have done, comments, observations, follow naturally.

The children are taught to find what lesson the story has for them, and many a five-minute talk has resulted in casting an influence that falls, "like our shadow-selves, where we may never stand."

Again, instead of telling what has been read, the children question each other, as:

Johnnie—"Carrie, where was May going?"

Carrie—"To the woods, after flowers."

This is good training for children who fail to grasp clearly the difference between statement and question. A good memory test is to recall stories read the month previous.

Sometimes the stories are used for supplementary reading lessons, each child having one card to read at sight.

Some member of the class is called upon to give orally what has been read and also its teaching.

As a means of cultivating memory, thought, and ex-

pression, and pressing home helpful truths, we have found this plan excellent.

"A good story affords the child a refreshing and strengthening bath; it proves a gymnastic exercise for his mind and soul."

## NOTES AT A SUMMER SCHOOL.

By SARAH E. SCALES, Lowell, Mass.

## WORD FORMS.

(The teacher takes crayon and breaks it, and questions the children so as to occasion right use and form of the verb.)

What am I doing? You are breaking the crayon.

What did I do? You broke the crayon.

What have I done? You have broken, etc., etc.

What had I done to it when you saw it last?

(The teacher next writes on the board, and asks a pupil what she did.)

Tell me, tell one another what I did, what I have done, etc., etc.

(Erases the writing.)

What had I done before I did this?

(She tears a piece of paper.)

What am I doing? Tell me, tell one another, what I did?

(The teacher eats a piece of candy.)

What have I done?

Tell me, tell one another, what I did.

Mary tell Bessie what I have done, etc.

(She hides the candy.)

What did I, etc., etc., etc.

(She shakes hands.)

What did I do?

(She folds her hands.)

What are we doing?

What did we do?

What have we been doing?

(She lays a paper on the chair.)

Where is the paper?

What did Mary do?

Where was the paper when you saw it last?

## USES OF PRONOUNS.

(A pupil takes the watch from table.)

Jennie, who took my watch from the table? Ans.—I took it.

Children who took it? Ans.—She took it, etc.

(A pupil tears paper.)

Who tore the paper Susie? Mary tore it.

(The teacher tears paper and questions the children.)

She gives a flower to a child and asks.)

To whom did I give the flower? Ans.—You have given the flower me.

(She gives flowers to several children and asks them to give them to her or to one another, to elicit answers containing right use of pronouns.)

In the same way comparisons are drawn out; as, long and short, wide and narrow.

The above exercises are intended for third and fourth years of school.

## AN AUTHOR'S AFTERNOON.

By JOSEPH W. BEECHER.

Choose some author whose selections are easily found; say Whittier. Tell your pupils a few things about Whittier, enough to arouse their curiosity. Place his full name on the blackboard where it can remain for some time. Now tell them that next Friday afternoon you intend to have "Whittier Day," and that you want all who can, to find a selection from Whittier, and to read it over so carefully as to be able to read it intelligently to the school and visitors on that day.

You will be agreeably surprised to see them searching through reader and magazine, bringing selections to you, asking if this is good enough, or that too long. Also ask for a volunteer to prepare a biography of the author, to be read at the opening of the exercise; if there are several volunteers, select the most competent. Give the others a chance at some other time.

When the day and time arrive for this exercise, many selections will have been prepared, and many visitors will have come out to hear them read.

A stencil portrait of the author put on the blackboard, will add interest to the exercise. Appoint one qualified to act as secretary, to record the titles of all selections read. I was really surprised when we had "Longfellow Day" to hear some selections read that I had never thought of as Longfellow's. Fifteen were read and more



were prepared. It is well to intersperse some singing during the afternoon, to make the afternoon as bright and varied as possible. Let the words be by the author of the day. Altogether you will be able to interest both children and parents.

### ELEMENTARY LESSONS IN PHYSICS.

(The object of these experiments is to lead the pupils to observe, do, think, and draw their own conclusions. Teachers should pursue the course indicated.)

#### BREATHING.

Put a glass tube into water, open at both ends, suck up the water, in the tube, with the mouth.

"What do we draw up into the mouth?" The answer to this question will be "Water." This is not what we want. It is the word "Air," that we need, so without suggesting the right word, try this experiment.

Put the glass tube into the water and blow gently into it, holding its end in the mouth. Bubbles of air will be forced out through the water. "What comes out of the tube?" "Air." "What was in the tube before the air was forced through it?" "Air." "What was forced into the tube from the mouth?" "Air." "In the first experiment what was drawn out of the tube before the water came into the mouth?" "Air." "When did the water come into the mouth?" "When all of the air was drawn out."

When air is taken away from any space a vacuum is made. "What was made when the air was drawn out of the tube?" "A vacuum." "What filled the vacuum?" "The water." "Why does water rise in the tube of a pump?" Because the air above the water is removed. "Suppose the water was not at hand, what would fill the space?" "Air." Now a rubber bag is provided, at first rolled into as small a space as possible. "What is in this bag?" The answer will be "Nothing," or "A little air." The bag is now pulled apart so as to occupy as much space as possible. "What is now in the bag?" "Air." "What made the air enter the bag?" "Pulling apart the sides of the bag." "Now notice what I do." The teacher contracts the chest to its smallest possible limits. The pupils say that air is expelled. Next he expands his chest to its utmost. "What rushes in?" "Air." "Why?" Because the chest is expanded, and the air goes in to take the place of the vacuum.

The process of enlarging the chest, so as to create room for more air to enter the chest is called *inspiration*. The process of contracting the chest causing this to rush out is called *expiration*.

Air rushes into a vacuum, or into any space containing but little air.

Let the pupil explain the process of *drinking* and *smoking*. The whole work should be written out.

#### THE COMMON PUMP.

In order to make a model of a common pump, it will be necessary for the teacher to make a valve attached to a piston-rod. The glass tube will be the cylinder or barrel, a hole in the upper end of the tube will serve as a spout. By the application of a little ingenuity, a very good model of a pump can be constructed by the pupils. If a glass cylinder is used, the working of the valve can be easily seen. Now the following questions can be asked.

What happens when the handle is forced down?

What causes the valve to open?

The teacher raises the piston-rod, and the water flows out through the hole in the tube or spout. Why does the water rise? If two valves be constructed, one fixed in the lower end of the glass tube, and the other movable, at the end of the piston-rod, the full working of a common pump can be seen. Both valves must open in the same direction. On working the piston-rod, it will be seen that when the upper, movable valve is closed, the lower, fixed valve will be open. "Why?" On the contrary, when the piston is descending the upper, movable valve will be open, and the lower, fixed valve will be closed. "Why?"

The whole working of a common suction and lifting pump, is an admirable object lesson, giving the very best occasion for investigation, generalization and concluding. The mental discipline that can be derived from such an object, in the hands of thinking pupils, directed by a skillful teacher, is very great. Let every teacher reading this article, at once begin trying the experiment. Do not tell. Draw out. Be patient. Do not hurry. Do not complain.

#### A FORCING PUMP.

By referring to any work on physics, it will be seen that the relation of valves in a forcing pump is the

reverse of those in a suction pump. To make a forcing pump requires more ingenuity than to make a suction pump, but the work can easily be done. The principle that must be drawn from the class, by questioning, but in no case told or dictated to them, is the following:

*The pressure of air upon a body of water, causes the water to rush up into a vacuum that has been formed in a tube communicating with that body of water.*

This principle is an important one, and will serve as an important basis for much subsequent work.

### AN OBJECT LESSON ON THE ORANGE.

By MISS SURAN P. POLLOCK, Washington, D. C.

An orange is in the hand of the teacher.

Teacher.—The orange is a fruit; it grows in a warm climate. Tell me what other fruits grow in warm countries. Tell me some that grow in a cooler or temperate climate?

What color is this fruit?

Compare with the six soft, colored balls of the kindergarten.

Do you know of any other fruit having the same color? (Gourds, some squashes, tomatoes, apples, and pears, are often yellow, but seldom so dark a yellow as this. Mock oranges are the same color, and so are some plums.)

Who knows something else about the orange-colored ball, and this orange? Are they alike in anything besides color? (They have the same form.)

You may repeat, "The ball and the orange are round."

Tell me something else in which the ball and the orange are alike.

A child.—They are both rough.

Tell me some fruits that are smooth. (Apples, currants, grapes.)

Tell me some that feel rough to the touch? (Lemons, peaches, etc.)

In talking about the orange thus far, what part have we talked about? (The outside.)

Yes, the outside or surface. What other part is there to talk about, the part you know most about? (The inside.)

Why do you know more about that than about the outside? (Because the inside is the part we eat.)

Now I will take off the skin of the orange. Look at it carefully. (It is full of little pores.)

How many have noticed these pores? (It seems that all have; good! you are using your eyes. Now I will squeeze the skin of the orange. What do you see? (A fine oil oozes out, like spray.) You may repeat together: "The peel or skin of the orange is full of pores.")

Now I must tell you that our own skin is full of pores, and it is through these pores that we perspire, or throw off much that would otherwise be injurious, so it is necessary to keep the body very clean, that the pores may not be closed up.

The leaves of plants and trees are also full of pores. If you think of anything else having pores—or being porous—you may mention it. (Lemon skin, a sponge, blotting paper.)

We will now pare the orange; there is at the top of it a little place called the eye of the orange. How many have found it? All may name it together. (The eye.)

What color is the orange underneath its outside coat? White. Yes, and this white part must all be taken off, as it is not good to eat. It is called the white of the peel. Notice that the orange is like us again, in that its outer dress is bright, and its inner dress is white. Removing this white part of the peel, we come to the pulp, which is good to eat; it is divided into sections or parts, by a transparent membrane or skin. And inside of everything else there is still one thing more not good to eat, but without which we could never have any more oranges. Tell me what it is. (Seed.)

Tell me some other things that grow from seeds. (Peas, beans, grass, grain.) To what kingdom do such things belong? To the vegetable kingdom. What is it particularly that makes the pulp taste so delicious? (The juice.) Yes, it is the juice that makes all fruit pleasant to the taste. A dry, mealy apple, pear, peach, or orange, is not a nice thing to eat.

There is a time when the most juicy orange is not good to eat, it tastes sour. Who knows when this is? (When it is unripe.) It is not then ready to be eaten, and neither is any other fruit. Children should remember this, always. Now there is one thing left to say about our orange which has not been mentioned. Who can guess what it is? I will help you a little. How have we found out what we already know about this fruit? (By seeing, and feeling, and tasting it.) Now if you should all shut your eyes and nobody should touch it but me, and I should come near to any of you with it, you would know what I had. (It smells sweet.) Right.

Its color is orange color, like the orange-colored ball. Its form is round, like a ball or sphere. Its outside or surface is called its skin, like our skin. Its skin is rough. Its skin is porous, like our skin. The pores are full of oil, which is used to make orange extract and perfume, etc.

The pupils having brought oranges, they were now brought out, and each cut into halves, for three reasons: so that some poor little ones who had not been able to bring any might not be left out, so that no child might say "that is not the orange I brought," and so that there might be some left over. Of these the teacher will say, "What shall we do with them?" (Give them to some one who is sick or poor.) A good thought. I will tell you the result in a few days. Now as we are going to eat, let us remember to be thankful to the kind Father Who has given such delicious things to His children.

### WORK WITH PAPER AND CLAY.

The great feature of the kindergarten, and which distinguishes it from the infant school, is that the pupils are not only *doing*, but are encouraged in *doing*. A true kindergarten is a delightful scene of busy work. The children are delighted to come because they can do something.

The teacher of the primary school should plan to continue the *doing* of the kindergarten or home. Here are three years' work:

1. Clay or putty should be used. Paper should be cut and folded.

2. Clay or putty to put into the shape of the square pyramid. Paper can be cut and folded; there should be drawing also.

3. Clay and putty can be used in imitation of leaves and other natural objects. Paper may be cut and folded; a good deal of drawing can be done.

This does not mean that other things like bead-work, peas-work, embroidery, etc., are not to be done; it merely plans out a general scheme.

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### OBSERVATION LESSONS, WITH SIMPLE EXPERIMENTS.

By JOHN F. WOODHULL, Professor of Natural Science in the New York College for the Training of Teachers.

#### VII. SULPHUR.

A piece of sulphur\* was passed about the class for the children to smell. They all recognized it from its looks, and some of them anticipating a disagreeable odor, made a correspondingly disagreeable face as they presented it to their noses.

The class was at first somewhat divided upon their observations with the sense of smell, but at length all were agreed that it had no odor. When they were asked to taste of it, several said that they knew it had a bad taste because they had been obliged to take it as medicine sometimes, but when they tried it they concluded that it was wholly without taste. Some, however, who undertook to chew small bits of it said that it tasted like sand, but upon being questioned they allowed that sand has no taste and that this simply felt hard in the mouth like grains of sand.

They all called it yellow and considered it a beautiful color, and some put it voluntarily to the ear to try the sense of hearing upon it and testified that they heard a snapping noise in it. (This can be made very noticeable by warming it slightly.)

We then rubbed it hard with a piece of flannel and presented it to various light objects—bits of tissue paper, lint, a very small feather, etc. They were all attracted to it.

Experiment 15. Half a dozen pieces, the size of a pea, were put into a test-tube† and warmed very slowly by moving it to and fro six or eight inches above a lamp whose flame was turned down very low. The sulphur became a deeper yellow as it was warmed, and after a time melted to a golden-colored liquid. The more this was heated, the deeper the color grew until it became a rich amber, when it ceased to be a liquid, and appeared like a very thick glue, which held its place when the test-tube was inverted. We turned up the flame and heated it strongly. It liquified again, grew darker until it became black, and finally boiled. We then emptied it from the test-tube into a dish of water. When hot the sulphur came out of the test-tube; it caught fire of its own accord, which was extinguished by the water. That which was left on the inner walls of the tube



went back through all the changes of color noted above until it reached the original light yellow. If it is subjected to much cold it become almost white. At this the children were greatly surprised for they supposed that it had been charred. When the sulphur was taken out of the water, it was found to be a dark, plastic mass like crude rubber. This gradually became yellow and brittle again.

Experiment 16. We melted sulphur in a tin cup, having the cup about two-thirds full, and then allowed it to cool quietly. As soon as the crust which formed on the surface, closed in at the center, a hole was made in it near the edge, and the cup was inverted pouring out the liquid from the interior. We cut out entirely the crust which covered the surface, holding the cup inverted all the time so that pieces of the crust should not drop inside. A most beautiful mass of needle-shaped crystals were interlacing among each other. A suggestion of this same thing will be seen upon the end of a piece of limestone sometimes.

We tried the solubility of sulphur in various liquids, such as water, alcohol, and ether, and carbon bisulphide.

The last is the only one which dissolves it to any considerable degree.

Experiment 17. We filled a small tumbler about two-thirds full of carbon bisulphide; and dropped in little grains of sulphur, stirring them about patiently until they dissolved. The tumbler was then set away in a closet where it could evaporate quietly. In a day the liquid had all evaporated, leaving very beautiful crystals which were wholly different in shape from those obtained by fusion.

\* A piece of roll-brimstone several inches long may be procured at a drug store or country grocery for five cents.

+ Test tubes six inches long and three-quarters of an inch in diameter are a great convenience, and may be procured at a drug store. They are worth thirty-five cents a dozen. They may be held with paper holder while heating.

‡ Carbon bisulphide is a foul smelling liquid which is used for dissolving rubber in making a preparation for mending rubber shoes. Hence its odor is often found in a shoemaker's shop. It can be procured at a drug store, and is worth about twenty cents a pound, a pound of it making somewhat less than a pint in volume. It is a good disinfectant, and although its odor is very offensive it is not injurious, and it soon passes off.

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work, in geography, history, etc. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

### THINGS TO TELL PUPILS.

Tell them about the Congo explorations. Fifteen hundred miles from the nearest sea coast, situated almost upon the equator, is the famous Arab settlement of Stanley Falls. From a village sixty miles below here, the young explorer, Herbert Ward, started in two war canoes with thirty reckless Zanzibasis and five war-worn Soudanese veterans, on a trip down the dangerous Congo, through the miasmal depths of tropical Africa, a section inhabited by tribes of cannibals whose ingenuity in torture was not equaled by even their mercilessness. He had encounters with the natives, and escapes from the gigantic reptiles of the river; traversed the luxuriant recesses of the equatorial jungles, had many experiences in the barbarous native villages, and studied native life, religion, customs, and practices.

Tell them about the destructiveness of insects. Some of them destroy entire fields of grain, cotton, and rice, and ravage orchards, gardens, and vineyards. The cotton worm in the South has caused a loss of millions of dollars, and the codlin moth is scarcely less destructive to apples. The world owes a large debt of gratitude to those men of science who have studied these tiny creatures and pointed out ways of saving vegetation from their ravages. Nothing in nature is too insignificant for our attention and study.

Tell them about the Australian boomerang. It is a curved piece of wood, slightly convex on one side and nearly flat on the other, cut from a natural bend or root of a tree, the hardest and heaviest wood being always selected, and the curve following the grain of the wood. Thus it will vary from a slight curve to nearly a right angle; no two ever being the same shape. It is about three-eighths of an inch thick, and from two to three inches wide, tapering toward the ends, which are either round or pointed. The edge is sharpened all around,

and the length varies from fifteen inches to three and a half feet. When thrown it describes such curves as almost to return to the thrower.

Tell the pupils about the ocean depths. The greatest known depth is between the island of Tristan d'Acunha and the mouth of the Rio de la Plata. The bottom is there reached at a depth of 46,336 feet, or eight and three-quarter miles, exceeding by more than 17,000 feet the height of Mount Everest, the loftiest mountain in the world. In the North Atlantic ocean, south of Newfoundland, soundings have been made to a depth of 4,580 fathoms, or 27,480 feet; while depths equaling 34,000 feet, or six and a half miles, are reported south of the Bermuda islands. The average depth of the Pacific ocean between Japan and California is a little over 2,000 fathoms; between Chili and New Zealand, 1,500 fathoms. The average depth of all the oceans is from 2,000 to 2,500 fathoms.

Tell the pupils about the history of the alphabet. The word is formed from *alpha beta*, the first two Greek letters. Our own Roman letters may be traced back to the primitive alphabet of Rome, which was borrowed from a local form of the Greek alphabet. The Greeks, in turn, got their letters from the Phoenicians, and theirs can be traced back to the most ancient known form of the Semitic.

Tell them about the origin of the term "foolscap." After the execution of Charles I. when Oliver Cromwell became protector, he ordered the stamp of the cap of Liberty to be put on all paper used by the government. After the restoration, when Charles II. had occasion to use some of this paper, he inquired the meaning of the stamp. On being told, he exclaimed, "Take it away! I'll have nothing to do with a fool's cap!" Ever since the name "foolscap" has been applied to a certain kind of writing paper.

Tell them about a remarkable bridge. A perfect natural bridge is found high up in the mountains on the Birmingham, Sheffield, and Tennessee river railroad. It is as complete, as perfect, and as symmetrical, as the great natural bridge in Virginia, and in some respects more remarkable. The bridge lies between the stations of Lynn and Delmar. Its length from abutment to abutment is one hundred and seventy-five feet, its width is twenty-five feet, and the thickness ranges from four to six feet. Leaning over the bridge you see in the ravine that it spans, some sixty-five feet below, the shimmer and sparkle of many springs of pure, limpid water, which bubble from the sandstone soil, and, joining, flow down the ravine.

Tell them about a land of turtles. A Ceylon journal gives some interesting information about the turtles on the coast in the neighborhood of Jaffna, in the north of the island, which are said to be innumerable. They are of three species, called sea, milk, and pariah turtles respectively.

The sea turtle is generally large in size, and is met with everywhere at sea around Jaffna. Two tiny islands, called Iranativu, are literally swarming with the creatures. The islands themselves are sterile, and always exposed to inundation; the inhabitants are poor and ignorant of agriculture, and live chiefly on the turtles. They use the shells of the large ones as seats. In the town of Jaffna the ordinary turtle is always procurable, and is a favorite article of food with the people. The milk-turtle is small in size, and is to be found only in wells and banks. It is not an article of food except with the poorer classes.

Tell them that the largest piece of gold ever taken from the earth was found at Hill End, New South Wales, May 10, 1872. In shape it was an irregular slab, four feet nine inches in length and three feet three inches in width with an average thickness of about three inches. It weighed something over 600 pounds, and although not of absolute purity, assayed \$118,000. The most remarkable part of the story is that the men who found it did not have money enough to pay their board bills the week before.

I AM free to confess that I derive more benefit from THE JOURNAL than from any other publication. I cannot afford to be without it. T. J. P.  
Calvert, Texas.

### THE CYCLONE.

Last week a very severe storm, which originated in the Rocky mountains, moved northeastward over a broad belt of country, and after several days reached the Atlantic. Great damage was done at many points along its course, but Louisville, Ky., suffered the most severely. About eight o'clock on Thursday evening March 27, the wind crossed that city with great violence, and in one minute and a half had overturned buildings, trees, and other obstructions in its path, cutting a swath half a mile wide and two miles long through some of the finest business and residence sections of the town. Hundreds of people were buried beneath the wrecks of falling buildings. The work of rescue began immediately, and scores were taken out maimed and bleeding. The number of dead and fatally injured was over two hundred, while many hundred were more or less injured. Much damage was done also at Jeffersonville, Ind., Bowling Green, and Marion, Ky., and Metropolis, Ills.

The men connected with the Signal Service do not consider the cyclone more severe than similar ones that occur every year. The damage to Louisville was caused by one of the minor disturbances, due to the main storm that, though covering but a small area, are usually very violent. The manner in which these little tornadoes are caused may be illustrated as follows: The atmosphere resting upon our continent may be likened to a tub of water, and the cyclone formed in the far West to a board. Draw the board through the water from one side to the other steadily, but not swiftly, and you will not create a strong current in the water. You will find, however, that the water will rush around the ends of the board as it progresses, and come together in its wake, forming no end of tiny whirlpools, very insignificant in themselves, but having a strong and swift rotary motion. The tornadoes that have done such damage in the South were formed in a similar manner—by the air escaping around the sides of the moving cyclone and coming together forcibly behind it. The storm on Thursday in width extended from the north-west states to Texas. High winds and snows prevailed on its north side, and rains on the south. On that day while the storm center was moving rapidly eastward, local tornadoes formed on its southern edge in Missouri, Illinois, Kentucky, and Indiana, their violence being greatly intensified by the difference in temperature of the air currents that came together in the wake of the storm.



The storm, as shown by the space enclosed by the dotted lines, extended over more than half of the United States and a large part of Canada. The area of lowest barometer was in the lower lake region, and the course of the storm, as shown by the arrows, was across Lakes Erie and Ontario, and down the St. Lawrence river. The spiral line indicates the place of meeting of the cold air from the north and the warm air from the south. A glance at the map reveals the fact that the whirlwinds that devastated Louisville and other towns were formed along the south-eastern edge of the great cyclonic depression in the atmosphere, which, like a vast eddy, was whirling itself across the country. Whenever the conditions are such that cold air in a considerable quantity is driven over warmer air, tornadoes are sure to break out, through the effort of the imprisoned air to escape, as oil escapes from underneath water.



## CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

## WRITING EXERCISES.

A gentleman who does a very large quantity of very good writing sends us a somewhat severe criticism on Supt. Danforth's position in writing, as given in last week's JOURNAL. He says that experience shows the eyes, head, and neck, not the right elbow, to be the parts that become tired and painful in prolonged writing; and in this, our own experience tells us that he is right. Supt. Danforth's method insures freedom and ease for the elbow, but a desk four or five inches higher, and with a distinct slant, relieves the back-muscles that cause so much pain to all steady writers, affecting eyes and head. Our correspondent forcibly continues:

It is a serious mistake to exalt means into ends. Very few of our scholars will become teachers of penmanship; yet the majority of them may have a deal of hand-writing to do. To produce plain writing with comfort and speed is all there is to the matter—practically. Penmanship as a fine art has no permanent place in advanced civilization, even for practical purposes; it will eventually be driven out by mechanical devices. While it remains, let it serve its purpose *practically*.

## BEGIN VS. COMMENCE.

Not long ago you condemned the use of the word "commence." Will you kindly explain to me the reason for this? I find the word in the works of many excellent writers.

P. R. A.

There are three reasons for preferring "begin" to "commence." These reasons do not hold, however, unless the two words are exactly synonymous. If you have anything to say that can more perfectly be expressed by "commence" than by "begin," say "commence." We know of no difference between the two words, however, and, on the supposition that there is no difference, these rules apply:

1. Use the shorter of two equivalent words. "Begin" is shorter, whether in writing or in speaking, than "commence."
2. Use Anglo-Saxon derivatives in preference to Latin. "Begin" has an honest English ancestry, going back before the time of William the Conqueror. Its forefathers helped to "begin" the struggle against the Romans in the time of Caesar, before there existed in any language known to man any word bearing a resemblance to "commence."
3. Avoid words that are ill-shapen, badly formed, or mutilated. "Commence" is one of these. It is supposed to be derived from the Latin *con* and *initiare*, which became in Italian *cominciare*, in Spanish *comenzar*, in French *commencer*, and finally in English "commence." You see it has gone down hill pretty fast; and it had a bad beginning, for the Latin had no such word *cominitiare*, while *cominitiare* is simply an impossibility. So that either "commence" has a very bad ancestry or it has no ancestry at all—only some poor relations. In either case we wouldn't cultivate its acquaintance.

The same reasoning applies to "commencement," whenever "beginning" will take its place. In one connection commencement has a meaning of its own, and must be used—a college commencement.

Lord Macaulay, whose works should be a model for writers, said that "a person who professes to be a critic in the delicacies of the English language ought to have the Bible at his finger ends." In the Bible "begin" occurs, in its various forms, no less than 84 times; "commence" occurs not once.

We should add that, of the three reasons given above, the second is most important, and is of itself conclusive.

## A CARELESS READER.

In THE SCHOOL JOURNAL of March 22 we said, "Morality is nothing but a mere code of etiquette, unless it brings our nature into close contact with the divine source of our being." Now comes "A Chicago Teacher," and criticises, in several hundred words, a supposed statement that "Morality is nothing but a mere code of etiquette"! It is people who thus read part of a sentence and skip the rest, that make the life of the journalist so agreeable. They usually, as this one, write anonymously; but not till the millennium will editors' waste baskets stop receiving anonymous communications.

## A SUMMER SCHOOL IN TENNESSEE.

In THE SCHOOL JOURNAL of March 15, I notice the question, "Where can I attend a summer normal school not too far from Mississippi?" answered thus: "We know of no summer school yet below the Ohio." I take great pleasure in being able to tell you that an excellent summer school is held every year at Monteagle, Tenn., opening about July 1, and continuing, usually, six weeks.

Monteagle is often called the "Southern Chautauqua," as it was the first "Assembly" held in the South, and the summer-school for teachers has always been one of its leading features. It is delightfully situated on the top of the Cumberland plateau on the Tennessee Coal and Iron railroad, its program is always good, its society, unsurpassed, and the charges moderate.

Professor Wm. H. Payne, president of the Peabody Nor-

mal College, Nashville, is to have charge of the schools this summer and some of the work will be more strictly normal than heretofore, though more or less attention has always been given to methods as well as to instruction. Monteagle is not managed in the interests of any man or company, and whatever fees are collected are spent on the platform, music, schools, and grounds. Further information may be had by addressing Mr. F. H. Peebles, Monteagle, Tenn., the business manager, who will gladly furnish all kinds of information in regard to Monteagle, its schools, accommodations, etc. Having enjoyed many seasons there, I feel like letting others know of its many advantages.

Memphis, Tenn.

E. B. B.

(We told our former correspondent to make inquiries at the University of the South, Sewanee, Tenn.; and as Monteagle is less than ten miles from there, we probably put him on the right track. Thanks, however, to E. B. B.—Eds.)

## BOOKS FOR TEACHERS.

In THE JOURNAL of March 15, you speak of "half-a-dozen books on education fully equal to anything in law, medicine, or theology." Kindly name them for one who desires to become a professional teacher.

Bullston, Ore.

J. T. M.

Here are ten:

- Spencer's Education.
- Parker's Talks on Teaching.
- Laurie's Rise and Constitution of Universities.
- Quick's Educational Reformers.
- Bain's Education as a Science.
- Hill's True Order of Studies.
- Boone's Education in the United States.
- Browning's Educational Theories.
- Browning's Aspects of Education.
- Mahaffy's Old Greek Education.

These works are, it should be noted, written by and for persons of considerable general education. To read them is advised, provided the teacher already has sufficient culture to understand them, to seize their meaning when they refer to various extraneous matters. Thus, as preliminary to studying education, we should advise a knowledge of the rudiments—grammar, arithmetic, geography; a knowledge of ancient and modern history; some political economy; and a good deal of psychology; and so much knowledge of the history of civilization as may be got from Guizot or Buckle. This is no more than is asked of the student of law, medicine, or theology, before he takes up the perusal of the books to which we compared these educational works. "Allen's Mind Studies" is more elementary than the ten books named, and forms a good introduction to the study of psychology.

FROM NEW ORLEANS.—The educational problem in this great city is a hard study. Separate schools are maintained for the two races, and as the idea of the co-education of the sexes meets with no favor here, separate schools for the two sexes are provided. The Catholics have an elaborate system of parochial schools for their children. The Lutherans, Baptists, and Methodists have organized numerous missionary schools over the city. There are French, Spanish, and Italian schools here. The orphan asylums and private schools are very numerous. The kindergartens are here to stay. The colored people have four universities in this city. The Tulane university is confessedly the educational center of the city.

Notwithstanding the efforts to grade and classify, there is a variety in some of the schools here that is unsurpassed anywhere. In the same school-room is the American, the Creole, the Spaniard, the Greek, the German, the Chinese, the Italian, and the French boy.

The New Orleans teacher sometimes receives pupils who do not understand the English language, pupils who have received all grades of home training, from absolute neglect to high refinement, pupils of all grades of intelligence, from numskulls to geniuses. He has the most heterogeneous mass of humanity to Americanize and educate that can be found anywhere. These remarks apply chiefly to the schools in the old part of the city.

Some of the New Orleans schools are very fine, and will compare favorably with schools of the same grade in the North.

Superintendent Easten has furnished each teacher in the public schools the same program of recitation and course of study. The schools open at nine, give recesses of ten minutes at fifteen minutes past ten and forty minutes past one, and of a half hour at twelve. The lower grades are dismissed at half past two, upper grades at three o'clock.

There are sixty public schools in the city, taught by four hundred and thirty teachers, four hundred of whom are ladies. A more hospitable class of teachers can be found in no city. The recent semi-annual examination indicates faithful, thorough work in all the schools.

The greatest trouble the teachers have is to get their salary. They are paid usually one month after their salary is due—long enough to compel many of them to seek the broker to discount their order. They have little hope of ever receiving their salary for December. Many teachers have claims of thousands of dollars against the city for unpaid salaries in years gone by, that are nearly worthless. It is believed that the near future will correct the evil that has been suffered to exist so long, and which no other class of laborers would have tolerated.

JOHN R. STEEVES.

## CURRENT TOPICS.

**PRAIRIE FIRES.**—Extensive fires occurred in south-western Colorado down to the Kansas border. About 1,000,000 acres were devastated. There were no facilities for fighting the fire. Describe a prairie fire.

**NO SOCIALISTS WANTED.**—The Danish minister of war announced in the Folkething that socialist workmen would not be employed in state workshops. What is socialism?

**THE TARIFF.**—The bill framed by the Republican members of the House committee has been altered by them in three particulars. A section is introduced admitting works of art free of customs taxation; this would enable "the Angelus" to stay in America; it is now here under bond. The proposed tax on imported hides was abandoned, but was subsequently partially restored. This dissatisfies the Massachusetts shoe manufacturers. The tax on lumber, which the original bill reduced from \$3 per M to \$1, has been raised again to \$1.50. It is a vicious tax. What is a customs tax? What has the tax on lumber to do with the Mississippi floods?

**RUSSIAN JUSTICE.**—There was a fight at Irkutsk between exiles and troops. At the trial the court sought to find out who among them used revolvers against the soldiers. In spite of the smoke, making it impossible to see anything, the officials swore positively against certain exiles, who were not allowed a word in their own defence. Three of the prisoners were hanged and others sentenced to imprisonment at hard labor. One of the men was carried on a bed to the scaffold.

**FIRE IN TOKIO.**—About twenty-five hundred houses were recently destroyed by fire in Tokio. Several persons were killed and a large number injured. What precautions do cities take against fire? Tell about fire companies. Explain fire insurance.

**PATRIOTIC LEGISLATION.**—A bill was introduced in the New York legislature providing that "exercises calculated to recall the glories of the past, and stimulate patriotic feeling" for our country, be held in the public schools on the Fridays before Washington's Birthday, Fourth of July, and Thanksgiving Day. Explain why we celebrate each of these days.

**TO BE HELD IN 1893.**—The world's fair bill providing for the holding of the fair in 1893, and allowing women a share in the management, passed the lower house of congress. Where will the fair be held? What was a leading feature of the French fair of 1889?

**HIGH TREASON.**—Herr Kunert, a Socialist editor of Breslau, has been arrested for high treason. What is this offence? For the publication of what may an editor be arrested in the United States?

**FROM EUROPE TO EAST AFRICA.**—The vessels of the East Africa steamship company will begin their voyages in May. They will sail from Hamburg for Delagoa bay and will call at Rotterdam, Naples, Aden, Zanzibar, and Mozambique. Locate each of these places.

**A GERMAN MINISTER RESIGNS.**—Count Herbert Bismarck resigned the office of imperial secretary for foreign affairs. Herr von Alvensleben was appointed in his place. What office in the United States corresponds with this?

**BOULANGER'S OFFER.**—Gen. Boulanger wrote a letter renewing his offer to return to France, providing the government would permit him to be tried by the court of appeals or by a court martial. Why did he leave France?

**EMIN PASHA'S PLANS.**—Emin will not visit Europe, but will leave Zanzibar for Egypt early in April. He is convinced that with 200 armed men he could return to Albert Nyanza, and fully reassert his authority over his province. Where is the province he governed?

**THE NORTH POLE.**—The north pole may at length be reached, and all account of a pair of trousers—silk ones—which were on board the ill-fated Jeannette. The garment is said to have been found on the coast of Greenland showing that on their journey from the Pacific to the Atlantic the breeches must have passed the pole, carried that way by a current. Dr. Nansen, who discovered this fact, thinks that it is possible to make the same route. Who have attempted to reach the pole?

**BISMARCK.**—All Germany celebrated Prince Bismarck's birthday. There never was such a demonstration at any previous anniversary. Emperor William was somewhat alarmed at the popular demonstration in favor of his late chancellor, and attempted to prevent the publication of the facts causing his retirement. Tell about Bismarck.



## EDUCATIONAL NOTES.

## THE WORKINGMEN'S SCHOOL.

This school on Fifty-fourth street, near Sixth avenue, New York City, is better known as the "Felix Adler School" because it was founded by him. The first object of the school is to inaugurate and illustrate the best educational methods; the second is to provide a free practical education for working people. It is supported by the subscriptions of people that desire that the best methods of education should be exemplified in this city. It costs about \$25,000 annually.

The number of pupils is about 350; there are 16 teachers; the present superintendent is Prof. Duren J. H. Ward. It will be remembered that Prof. A. J. Rickoff has been in charge of the school for several years. There are three departments—kindergarten, primary, and upper. The first floor is given up to the kindergarten, and, upon the occasion of a recent visit to the school, three rooms were echoing with the songs of the little ones. The usual course occupations of the kindergarten were pursued by the children, but there was a life and interest not seen in all so-called kindergartens.

The primary department covers a space of three years. We noted that the "occupations" were a prominent feature here. While one division was reading, another was busy with paper folding. And here was noticed the feature that follows all the doing exercises; viz.: the absorbing interest. They did not whisper because they did not want to. They worked as if for a prize.

Mat-weaving, card-sewing, paper-folding and cutting, parquetry, stick-laying, clay-modeling, pea-sticking, designing with lentils and shoe-pegs, and writing formed the "busy-work" of this class. The walls were spread with the work of these young children, and were very attractive. This class as well as the kindergarten children are dismissed at noon.

In reading and number the pupils are made into four divisions, or groups, so as to make the teaching as individual as possible.

Let us see what the program calls for: writing, reading, number, composition, drawing, paper-folding, music.

The next class has writing, reading, number, drawing, clay-modeling, sewing, parquetry, object lessons, calisthenics, spelling, and phonics.

The highest primary class has substantially the same as the above, except that mechanical and free hand drawing and geography are added.

After the primary department all instruction is given by specialists—each teacher teaches only one subject, or if two, the subjects are related. For example, all in geography and history are taught by one instructor, all in arithmetic and algebra by another, etc.

We witnessed a class modeling in clay; some from solid objects and some from drawings. The walls were adorned by work that, considering the age of the pupils, was certainly remarkable.

There was a very interesting class in inventional geometry, under Prof. Bailey, that showed the spirit of the "new education." Problems were given, such as "to divide a square into four equal parts" in several ways. The pupils were ten to twelve years of age, and their intelligence was quite comprehensive, and was certainly remarkable.

The class in arithmetic was around a bright-looking teacher, and they gave no heed to my entrance. What is it, I said, that entrances these young people? I listened: "Seven and eight are fifteen." And this was all. Yet the entire class was crowding on the teacher so as to push her against the wall.

The class in history was taken possession of by some subject, evidently; there was no book seen in the hands of either teacher or pupil. The walls were covered with maps and drawings to illustrate history. One exemplified the entrance of the nations into Europe—it was made by a pupil.

The class in mechanical drawing and designing have a room in the basement, and it is not well lighted. The work, however, showed skilful hands.

The peculiar features there are:

1. The teaching by specialists.
2. The enormous use of objective methods. There was an effort made to put everything known into some objective form. The ingenuity employed to do this is something really remarkable.

3. There is not a grammar, a speller, or a reader used. As for the former there is no belief in its needs. Spelling is done all the way through; reading is selected to give a basis of literature or instruction. I found on the

blackboard a sketch of the reading proposed for the five classes—there are five classes in the upper department:

1. The Age of Pericles, Iphigenia, Euripides, etc.
2. " Homer. Stories of the old world; Iliad. Odyssey.
3. " Myths. The Golden Fleece.
4. Composition stories; King Midas, etc.
5. Folk stories.

A very brief visit will show that there is no "cram" in this school; education is aimed at, solely. But it will be asked, "Do the parents approve of such teaching?" For it is claimed that they will not have the "new education" because it lacks practicality. Certainly this school is popular; it is crowded, and a building twice as large could be filled with no trouble.

This school is constantly visited; scarcely a day passes that teachers from a distance are not seen inspecting the teaching and taking notes. It is often called an "experimental station." But the day of doubt has passed. These children with no grammars, or readers, or spellers, are able to enter into the world's work with no trouble whatever.

A feature of this school is the collections of work, and of objects, by the pupils. This entire building could be filled with what the pupils have done and gathered.

CHAUTAUQUA promises this year to exceed her previous records in many directions. The educational work of which its summer school is a center, now involves over a quarter of a million people, and the number is constantly growing. This summer, such specialists as Edward Bellamy, Richard T. Ely, Helen Campbell, Theodore Roosevelt, and Charles T. Saxton are to lecture upon the reforms in which they are acknowledged leaders.

On April 1, George W. Peck was elected mayor of Milwaukee upon the issue of the Bennett law, an act that compelled all teaching in all schools, public, private, and parochial, to be in the English language. The present mayor was a candidate for re-election as a supporter of the law, while Mr. Peck opposed it; as did the Catholics, the Lutherans, and Germans generally. The same issue will probably be fought out in the coming state election.

A WOMAN has for the first time been elected a member of the board of education of Concord, New Hampshire. There was a sharp contest, during which the friends of Mrs. Mary H. Woodworth, especially those of her own sex, made a strong canvass, resulting in her election by a majority of 700 votes out of 3,800. Mrs. Woodworth is a graduate of Vassar College.

THE Hon. D. J. Waller, of Harrisburg, Pa., has for the past thirteen years been principal of the state normal school at Bloomsburg, and is now hard at work as state superintendent.

NEW JERSEY NOTES.—One of the leading members of the New York Microscopical Society, is Samuel Lockwood, superintendent of schools in Monmouth county. At a meeting of the society last Friday evening, Dr. Lockwood read a paper giving the results of aquarium studies on a new salt-water fish fungus, the *Devoia fundibilis*. The subject is one of much commercial interest, aside from its value to science, as this fungus attacks food fish. Many other teachers are becoming interested in microscopical research. A large number of schools are supplied with aquariums; and in these schools many of the pupils possess their own pocket microscopes.

A bill is now before the New Jersey legislature providing for free text-books for all the public schools. The cities and many towns already supply free books.

The *Long Branch Record* has started a subscription for a monument to the late Hon. Thomas G. Chattle, president of the board of education, and senator from Monmouth county. The monument will consist of a life-size statue erected on the grounds of the high school.

The annual elections for school trustees throughout the entire state are now completed. A larger number of women voted this year than ever before. There are now several scores of women trustees in the state and their efficiency is a matter of general comment.

Governor Abbett has appointed as Arbor Day, Friday April 18. Nearly all the county superintendents intend issuing to their teachers circulars that may assist in making the day a memorable one.

## FOREIGN EDUCATIONAL NOTES.

According to a decision of a lower court in Cologne, parents cannot be prohibited from having their children educated in foreign countries, provided always, the education acquired is not inferior to that offered at home. A precedent of the supreme court was quoted, according to which inhabitants of Schleswig might send their children to Danish schools, if it could be demonstrated that the instruction offered there was up to the standard of Prussian schools.

An order of the new government in Brazil has abolished instruction in religion in all the state schools of Brazil.

The number of foreign students at German universities has been larger this winter than it has ever been before. Out of a total number of 29,007 students, 1,930 are non-Germans, 1,384 being Europeans, and 546 having come to the seats of learning from other parts of the world. Of these latter 436 are from America, 90 from Asia (mostly Japanese), 11 from Africa, and 9 from Australia. Of the European foreigners Russia sends 331, Austria-Hungary 293, Switzerland 255, Great Britain 117, Greece 49, Turkey 44, the Netherlands 42, France 37, Luxemburg 34, Roumania 33, Bulgaria 31, Scandinavia 29, Italy 27, Servia 27, Belgium 26, Denmark 5, Spain 2, and Portugal and Liechtenstein each 1.

The University of St. Petersburg numbers 1,759 students, of whom 1,228 are members of the Orthodox religion, 21 Armenian Gregorians, 172 Catholics, 190 Lutherans or members of the Reformed church, 3 Anglicans, 125 Jews, 8 Mussulmans, and 3 of other non-Christian cults. Divided into their classes in society there are 1,135 either noble or the sons of officials; 148 sons of notable citizens or of merchants of the first guild; 116 sons of clergymen of the Orthodox church; 280 of citizens, merchants of the second guild, and industrials; 51 peasants; 8 Cossacks; and 21 of foreign origin. Of the students 1,728 were educated in classical gymnasia, 5 in ancient seminaries, and 26 in other educational establishments. The University of Helsinki has at the present time 1,735 students, among whom there are 17 women. These are divided into the following faculties: One hundred and eighty-nine theological students, 601 law, 138 medical, 408 philological, and 309 natural sciences and mathematics.

## NEW YORK CITY.

The University School of Pedagogy, last week, was very interesting. This week, Saturday promises to be even more profitable. Rousseau's *Emile* and Rosenkranz's *Philosophy of Education* will be discussed. Visitors are welcome. The seminarium commences at 10 A. M.

Two handsome American flags, two full-length portraits of Washington and Lincoln, and a framed copy of the Declaration of Independence, the gifts of Mrs. Theodore Moss, were formally presented to the training department of the Normal College yesterday morning. School Commissioner Samuel M. Purdy presided. Col. DeWitt C. Ward made the presentation address, and Ethel Anderson responded on behalf of the pupils. An address of acceptance was made by President Simmons, of the board of education.

THE first and second lectures of John Fiske before the College for the Training of Teachers have concerned the discovery of America. The visits of the Norsemen were first treated. In the second lecture Mr. Fiske showed the results of deep investigation and profound thinking, in pointing out the reasons Europe was ready for America in the sixteenth century but not in the eleventh; in showing the significance of the different discoveries, their relations to the knowledge of the times; and in explaining the term "America" and defending Vespucci from the absurd charge that he stole Columbus' thunder. Mr. Fiske has the happy knack of making a year's study seem like an afternoon's conversation; only students realize how great a student is speaking.

NORMAL AND COLLEGE GRADUATES sending this slip and photograph, and \$2.00 for registration for one year, will receive 100 stamp photographs free. We have more calls for good teachers in the Western and Middle states than we can fill. Address at once, THE NEW YORK EDUCATIONAL BUREAU, H. S. Kellogg, manager, 25 Clinton place, New York.

NO WONDER IT IS POPULAR.—The appointments of the famous New York and Chicago Vestibule Limited, via the New York Central & Hudson River Railroad, correspond in elegance and luxury with those of a first-class family hotel.

The convenience of arriving at Grand Central Station, largest and finest passenger station in America, and the only one in the city of New York, is another advantage enjoyed exclusively by patrons of the New York Central.

This great four-track Trunk Line is unsurpassed for safety, comfort, and the speed of its splendid trains.

Compare Hood's Sarsaparilla with other blood purifiers and you will see that it is by far the best.



## BOOK DEPARTMENT.

## NEW BOOKS.

**ARBOR DAY MANUAL: AN AID IN PREPARING PROGRAM FOR ARBOR DAY EXERCISES.** Edited and Compiled by Charles R. Skinner. A. M. Albany: Weed, Parsons & Co. 8vo. Cloth. 460 pp. \$2.50.

This is, first of all, a handsome book. Then it is a serviceable book. And in the third place it is a book that will be wanted by nearly all the schools of New York state that celebrate Arbor day, as well as by many in other states. It is eminently practical, and with its aid every teacher can get up a thoroughly good Arbor day program for the use of his school, not only this year, but for many years to come; for the book is so large and complete that the variety of selections to be chosen from it is infinite. By the law of this state the book can be bought for any school-district by the trustees, acting of their own motion. Its compiler is the deputy superintendent of public instruction, and is one of the men that are doing noble work in the cause of education in this state. The body of the work consists of extracts from poets and prose-writers. These are made with taste and judgment. As must be the case from the nature of things, Bryant is drawn upon most largely; while for prose, the longest passages are from Henry Ward Beecher and George William Curtis. Hundreds of good poems are given, and many excellent bits of prose. There is also a little preaching; thus B. G. Northrop speaks of the educating influence of Arbor day, and Warren Higley of the injury of forest-destruction. History, too, finds place; there are accounts of many famous, or curious, or historical trees. W. H. Groser tells of the trees of the Bible, and several pages are filled with scriptural selections about trees. In short, it seems as if everything worth knowing about trees had been put together here. The volume contains, in addition, a *resume* of the Arbor day observations in the various states, a number of specimen programs, and some music for use in the celebration of the day. Its illustrations, beautiful bits of mezzotint, are an ornament even to such a volume as this.

**LAKE CHAMPLAIN AND ITS SHORES.** By W. H. H. Murray. Boston: De Wolfe, Fiske & Co. 12mo. Cloth. 264 pp. \$1.00.

A writer of much charm, Mr. Murray has now followed the footsteps of many other lovers of the Adirondack forests, and lakes, and mountains; and, tracing his way down that wonderful stream, the Ausable, with its wondrous headwaters, its mountain lakes, its beautiful Keene valley, its maiden's-hair fern, and its trout, and its campfires—down through the unspeakably grand Ausable chasm—he comes to the shores of the lake that most is celebrated by American historians. It is to this lake that the author desires to draw national attention—to its history and to its beauties. He has been influential in converting the Adirondacks from a wilderness into a summer hotel, and he feels that duty to his fellows should lead him also to inform them of this lake, to the east of what we suppose our author would be inclined to call Murray-land. He is quite right in claiming for Champlain many unique charms and unusual interests; but if we build our cot upon its shores this spring, what guarantee have we that Mr. Murray will not be leading us to "Horicon" in 1891, to Oregon in '92, and to Jericho in '93? As lovers of the great north woods we protest against their discoverer's fickleness and desertion.

**THE SKYLARK AND ADONIS, WITH OTHER POEMS.** By Percy Bysshe Shelley. With Introduction and Explanatory Notes by J. W. Abernethy, Ph.D. New York: E. P. Dutton & Co. 16mo. Paper. 46 pp.

This little hand-book (No. 85 of the English Classic Series) is named for its opening and closing selections. The ten other poems include the stanzas written in dejection, Arethusa, and The Question. The Introduction gives a very brief account of Shelley's life, and a bit of criticism. The lines of the longer poems are numbered, and there are foot-notes that give, unobtrusively, information of value.

**POEMS AND PROSE PASSAGES FROM THE WORKS OF JOHN GREENLEAF WHITTIER, FOR HOMES, LIBRARIES, AND SCHOOLS.** Compiled by Josephine E. Hodgdon. Boston: Houghton, Mifflin & Co. 12mo. Paper. 112 pp. 30 cents.

It is encouraging to find the increasing number of books prepared with the aim of putting good literature into the schools. With every one of these that reaches a customer comes a raising of the literary taste of the younger generation, and that so many are put forth shows that many are sold. The Riverside Literature Series deserves special praise. In it we are getting the poetry and prose of elevating writers in attractive yet inexpensive shape. The present number contains forty selections, of which only two are prose—about the gypsies and the Indians. The poems include the old favorites—Maud Muller, Barbara Frietchie, Snow-bound, In School Days, etc.—besides many less familiar. The illustrations are mainly those we have seen before, but they deserve reproduction. A biographical sketch opens the volume. It is brief, but sufficiently detailed to give an idea of the man.

**NUMBERS UNIVERSALIZED.** An Advanced Algebra. By David M. Sensenig, M. S. Part Second. New York: D. Appleton & Co. 12mo. Cloth. 180 pp. \$1.08.

This work is intended to embrace all algebraic subjects usually taught in scientific schools. The first part we have already noticed. The second, bound separately for the sake of convenience, includes five chapters, in which are treated serial functions, complex numbers, the theory of functions, the theory of equations, and determinants and probabilities; with the different branches and aspects of these subjects.

**PRACTICAL RULES FOR PUNCTUATION, WITH DIRECTIONS AND FORMS FOR LETTER-WRITING.** Adapted for Use in Schools, Academies, and Commercial Colleges, or Private Reading. By H. W. Ellsworth. New York: Boorum & Pease. 12mo. Cloth. 126 pp.

These pages are a part of the author's larger work on "Penmanship and Letter-Writing," published in 1882. The demand for this part of that work has continued, and as the penmanship division is still in print and largely

used, the remainder is now given to the public in convenient and economical shape. Three chapters are devoted to language and punctuation; chapter IV. relates to letter-writing in general and rules as to letters of business and of friendship. In a further section, covering about 30 pages, forms and rules as to special letters are given; introductions, recommendations, applications for work, answers to advertisements, orders, duns, borrowing letters, letters asking promotion, acceptances, resignations, and letters of advice. Business papers are also given: bill of sale, assignment, chattel mortgage, endorsement, power of attorney, revocation of same, contract, partnership, employment, will. There are, furthermore, a section containing suggestions for exercises and another upon spelling reform. The book is provided with questions at the foot of each page. It contains some excellent quotations from *Fraser's Magazine*. Much of the matter, especially the business letter-forms, is new. The author's works have had a large sale.

**LONGMANS' SCHOOL COMPOSITION.** By David Salmon. London and New York: Longmans, Green, & Co. 12mo. Cloth. 310 pp.

The main feature in which this work differs from others of its class—and it is a feature greatly to be approved—is in the eminent practicality of its examples and the usefulness of the lessons set outside of the usual book-rules. Especially good are the "easy narratives, to be read carefully, and then written from memory," and the "outlines, to be turned into continuous narrative." The former resemble the reproduction stories of *THE SCHOOL JOURNAL*, but they may not be found as interesting as ours. The "outlines" are admirable. So is the entire chapter "on the choice of words." There are some good poetical selections, but we are surprised to find "Casablanca" given in verses of eight lines, and still more surprised that it should open thus:

"The boy stood on the burning deck,  
Whence all but he (!) had fled."

A work on composition should be careful of its grammar. Yet there is much to make up for a trifling slip. The thorough analysis of the question as to "that" and "which" is of value, though the exceptions to Bain's proposed rule are unnecessarily numerous. One of them is entirely abandoned in *THE SCHOOL JOURNAL*, where "that which" is always replaced by "the — that"; for "That house which is divided" write "The house that is divided." In other respects the book is an advance upon some works. The citations are brief, often amusing, and always very much to the point. We note that the author follows the events of the day with a keen eye. Thus he gives this, which we thought had but just gone the rounds of the press: "Pray do not say hereafter 'I would be obliged.' If you would be obliged, be obliged and be done with it. Say 'I should be obliged,' and oblige yours truly, James Russell Lowell." A form of speech much affected by Englishmen, "I am very pleased," for "very much pleased," is here roundly condemned, and good reasons are given for the condemnation.

**HISTORISCHE ERZÄHLUNGEN.** Tales from History by Dr. Friedrich Hoffman. Edited With Notes by H. S. Beresford-Webb. Boston: D. C. Heath & Co. 12mo. Paper. 107 pp.

**GOETHE'S SESENHEIM.** Edited by H. C. O. Huss, Ph.D. Same Publishers and Form. 83 pp.

Two more of the excellent modern language series. The notes in the "History" display the same discretion and judgment that we have, before mentioned, while in the "Goethe" the introduction is good and the notes sufficient.

## PAMPHLETS AND REPORTS.

*The Proceedings of the Twenty-seventh Annual Convocation*, held July 9-11, 1889, are published in a cloth-bound volume of 256 pages. Among the subjects of special interest discussed are "The Scope of College Instruction in Pedagogy," "Economy of Time in the Public Schools," and "Manual Training in the Public Schools." Published at Albany, N. Y.

*Sound English: A Language for the World* is the title of a little pamphlet, written by Augustin Knödel, and sold by G. E. Stechert, 828 Broadway, New York. The author contends that the only obstacle to the English language becoming practically the language of the world is the want of a phonetic alphabet. The language has the advantage of extreme simplicity, combined with all other qualities necessary for the expression of the thought of the most advanced civilization. An analysis of the sound of the English language is given, and suggestions are made with reference to the changes that would be required in the alphabet and the script.

*Buena Vista* is the name of a mineral belt in Virginia that is highly spoken of in a pamphlet by Dr. W. H. Ruffner, formerly the able superintendent of education of Virginia.

## MAGAZINES.

A new magazine, *The Home, School, and Nation*, shows its character by the picture of an American flag in colors on the front cover. It is issued under the auspices of the American Society of Patriotic Knowledge, Chicago, and edited by the Rt. Rev. Samuel Fallows, D.D., and Martin L. Williston, A.M. The February number has for a frontispiece "Washington at Home," and the leading article, "Boyhood of Washington," by William M. Thayer, is copiously illustrated. There is a sketch of the "Early Life of Lincoln," "In an American School," and portraits of Grover Cleveland, Hon. William T. Harris, LL.D., Gen. Sherman, etc. There are departments of elocution, kindergarten, and physical culture.

Christian Reid, the novelist of the Carolina mountains, contributes the complete novel to the April *Lippincott's*. It is a story of Mexican life and character. The last part of Nathaniel Hawthorne's "Elixir of Life" appears in this number. In "Reminiscences: Memories of England," Mr. Richard Vaux, ex-mayor of Philadelphia, gives some interesting recollections of celebrated men whom he met in England when he was attached to the American legation. Henry Blackburn, in "On Some Recent Art Progress," condenses in a brief space a great deal of information concerning many of the modern English artists, and he also touches upon recent French and American art. An exception-

ally interesting article upon Mrs. Shelley is contributed by C. H. Herford.

In *Harper's Magazine* for April the series of comprehensive articles on "Great American Industries" is continued in "A Suit of Clothes," by R. B. Bowker, which presents the history of a piece of wool from the time of its growth on a sheep to that of its transformation into the manufactured product. Henry Clay Lukens, in an article on "American Literary Comedians," which is accompanied by portraits, gives a survey of American humorous literature. General Wesley Merritt, U.S.A., tells the story of stirring incidents in "Three Indian Campaigns" in the West. "The Merchant of Venice" is the comedy selected for the second in the series of Shakespearean revivals conducted in the pages of this periodical by Edwin A. Abbey and Andrew Lang. The Rev. W. H. Milburn, the blind preacher, in his article on Thomas Young, revives the memory of one of the most brilliant of scientific men. Alfred Parsons contributes another of his illustrations of Wordsworth's sonnets, and George du Maurier a full-page humorous drawing entitled "Social Taradiddles." The fiction of the number is especially interesting.

The April issue of the *Kindergarten* celebrates Easter and Froebel's birthday. Mrs. Alice H. Putnam discourses learnedly on "Self-activity," and Annie Payson Call most inspiringly on "The Regeneration of the Body." Prof. Edward G. Howe stimulates all lovers of nature to a more curious inspection of her ways. "The Visit to a Louisville Sunday-school" is a notable lesson to Sunday-school teachers.

A large part of the space in the *Sanitarian* for March is devoted to a report of the Brooklyn Health Exhibition, held from October 22 to November 30, 1889. A prominent feature of the exhibit was that relating to schools and education. Another valuable article is the "Sanitary Defects in the Public School Buildings and the Public School System of the City of New York," being the report on hygiene of the medical society of the county of New York for the year ending October 27, 1889. Other articles are, "The Constitutional Liability to Disease," and "The Relation of Bacteria to Disease."

In *Christian Thought* for April Austin Abbott discusses a subject that will prove entertaining to all Bible students, "The Use of Retaliation in the Mosaic Law." An article of exceptional interest is "Men of Literary Genius and Christianity," by Dr. Rankin. Among the other articles are, "The Uses of the Imagination in Historical Science," by Rev. George C. Yelsey; "Realism," by E. Coit Morris; "Christ the Center of the Cosmos," by Rev. George W. King, etc.

## ANNOUNCEMENTS.

LEE & SHEPARD announce the publication of "Marion Graham," by "Meta Lander," a novel of great interest and power, said to be the peer of "Robert Elsmere" and "John Ward, Preacher." The author, Mrs. Margaret Lawrence, is well prepared for theological criticism.

HOUGHTON, MIFFLIN & Co. announce for early publication a large work on "Indigenous Flowers of the Hawaiian Islands," with forty-four plates painted in water-colors and descriptions by Mrs. Francis Sinclair.

LONGMANS, GREEN & Co. will be the publishers both in England and America of William O'Brien's new Irish novel, "When we were Boys."

J. G. CUPPLES Co. issue a book that certainly will be of absorbing interest to all students of the history of the great West. It is "Vigilante Days and Ways: The Pioneers of the Rockies. The Makers and Making of Montana, Idaho, Oregon, Washington, and Wyoming," by Mr. Langford.

Of D. LOTHROP Co.'s publication, "Chronicle of Conquest," by Miss Sparhawk, Mr. Hamilton Mabie, of the *Christian Union* says: "It deserves to be a text-book for all who are working for Indian rights."

SCRIBNER & WELFORD number among their latest books two new volumes of "The Uncollected Writings of Thomas De Quincey," with a preface and annotations by James Hogg.

GINN & Co. publish Sidney's "Defence of Poetry," edited by Prof. Albert S. Cook, of Yale. The attempt is made, by modernizing the spelling and punctuation, and by providing an introduction and a copious body of notes, to enable any intelligent reader to draw profit and delight from this masterpiece of poetic philosophy.

A. S. BARNES & Co. issue a perpetual calendar, designed by Prof. H. A. Wood, of the Stevens school, Hoboken, N. J. It gives the calendar of any month for over 1,000 years, from 1400 A. D.

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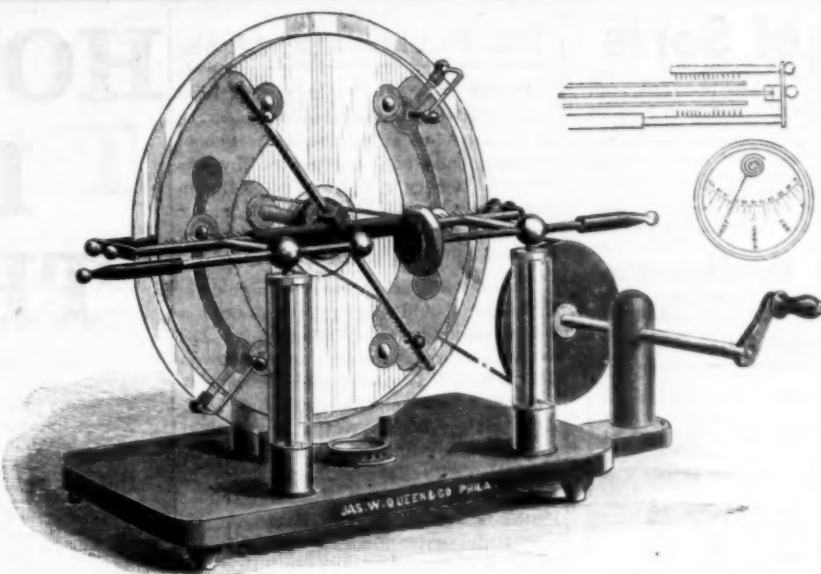
## SCHOOL-ROOM DEVICES.

## A NEW ELECTRICAL MACHINE.

A new triple plate Toepler Holtz machine, which has just been patented by James W. Queen & Co., is not simply a modification of the orthodox model embodying certain conveniences, but is an entirely new thing. As its name indicates, it is a three-plate machine; but not the same thing as the machine usually spoken of as the "double revolving plate machine," although it does have two revolving plates. The latter machine is simply an ordinary Toepler Holtz machine doubled, i. e., with a revolving plate behind the fixed plate, exactly like the one in front, and acting in exactly the same manner. In this new form the additional plate is not like the front revolving plate, nor does it act in the same way. The third and additional plate is here a perfectly plain glass plate mounted upon the same axis as the usual revolving plate and placed behind the fixed plate. Its *modus operandi* is, like many other points in the theory of Holtz machines, not entirely understood, although there is no doubt but that much of the increased efficiency obtained by its use is due to the screening effect it has upon the other plates, i. e., to the leakage that is prevented by its presence. There is also supposed to be a considerable generation of electricity by friction of the plain plate and the air. The advantage of this new form of machine becomes especially marked during moist weather. At such times ordinary frictional machines will not work at all, and all older text-books direct that electrical experiments must be performed, during January and February, when the weather is clear and dry. With the Toepler Holtz machine, as now known, this requirement has not been so rigid, although such machines are not always to be trusted during damp seasons. This difficulty it has been designed to do away with in this new form.

Another improvement that is made in this machine is the form of the electrode that is used. This is made of a metallic disc two inches or more in diameter and hollow, so as to have very gradually rounded edges, thus preventing any leakage at the edges. Over this disc, separated from it by about an eighth of an inch, and nearer the other electrode, is fastened a thin disc of vulcanized rubber about one half inch less in diameter. This rubber disc plays the part of the rubber sheet sometimes held between the electrodes, and compels a much higher potential to be established between the two electrodes before a spark can pass. It can be used upon either one or both electrodes, as desired.

These new machines are being sold by Messrs. Queen & Co., at the same price as the ordinary form heretofore used. It may be mentioned, also, that the plates used in Messrs. Queen & Co.'s machines are manufactured and prepared by Voss himself, the inventor of what is usually known as the Toepler Holtz machine. There are certain little tricks of the manufacture and application of the insulating shellac which Americans have not yet



mastered, pursued by the Germans to perfection, which add greatly to the efficiency of the machine.

It may not be generally known that Messrs. Queen & Co. were the first to introduce the Toepler Holtz machine into this country.

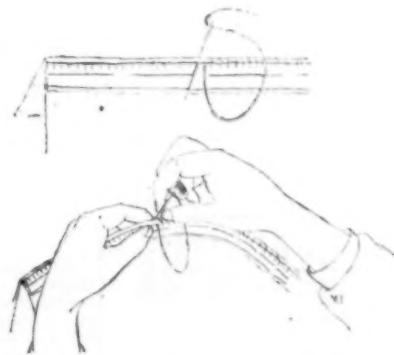
In 1890, the manager of their physical department, Joseph J. Walton, while on a business trip abroad, accidentally learned of the existence of this machine, examined it and was so favorably impressed by it that he purchased a number for introduction into this country. This was the first appearance of the now well-known "Toepler Holtz" machine in the United States. It was exhibited soon afterward by the before-mentioned gentleman, at the meeting of the American Association for the Advancement of Science, and attracted much attention. It immediately became popular, and had such a large sale that it was straightway copied by various American makers, and patents secured upon modified forms.

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